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Will C. Wood, State Superintendent of Public Instruction of California.

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Body Mechanics and Health By Leah C. Thomas and Joel F. Goldthwait. Publishers—Houghton Mifflin Company, Chicago, Illinois. Price $1.25.

Roget's International Theasaurus of English Words and Phrases By C. O. Sylvester Mawson. Publishers—Thomas Y. Crowell Company. Price $3.00 net, postage extra.

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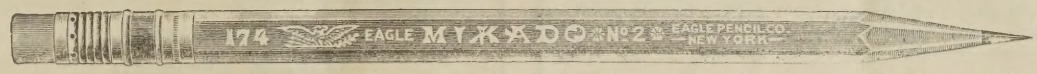

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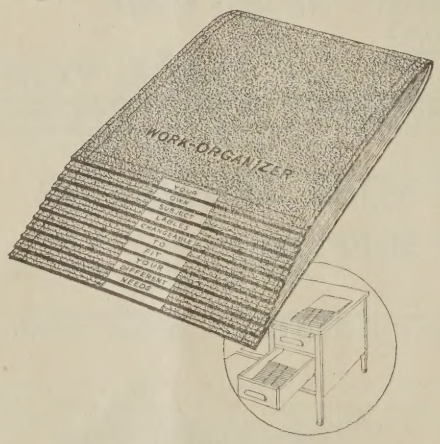

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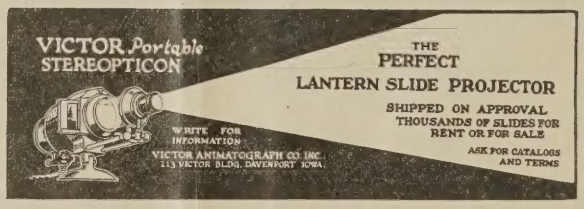

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—*Amherst Lord Jeff*

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FOR THE TEACHER, THE SCHOOL, AND THE STATE
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California's Education Accomplishment

By Will C. Wood, State Superintendent of California

(Published by request of many teachers who heard Mr. Wood at the 1922 State Teachers' Association)

In the reaction following the great war, certain organizations and interests have tried most strenuously to make the word "democracy" taboo and convince the common folk of the land that they are incompetent to handle the complex affairs of state. Never in the history of the American people has there been such a conscious and comprehensive effort to undermine the faith of the common people in themselves. We are told very gravely that the average intelligence of American voters is that of an unsophisticated youth of fourteen; that the complex affairs of our state cannot be understood by voters with a mental age of fourteen. In a recent book, "The Revolt Against Civilization", Lothrop Stoddard misuses modern intelligence tests, particularly the results of tests given to men in the draft of 1917, to bolster up a fantatic argument discrediting democratic ideals and tendencies and forecasting the doom of civilization unless we turn back to government by an oligarchy of talent which he says cannot be acquired but must be inherited. Whatever may have been the intention of the author, the effect on the uninformed reader is to make him pessimistic about popular government. The same thought is echoed and re-echoed by the presidents of some of the endowed colleges of our land.

Recent events, however, indicate quite clearly that we have reached the limit of such reaction in America and that the tide is running strong the other way. In California the people are committed definitely to the principles of democracy. Our people by actual experience in democratic government have developed faith in themselves, in one another, and in the instrumentalities thru which democracy functions. They recognize, of course, that democracy like all human institutions has its defects and weaknesses. However, they do not believe that democracy should be abandoned because of those defects. On the contrary they have set themselves the task of overcoming the defects by strengthening the foundations on which democracy rests. Recongnizing that democracy is predicated upon intelligence generally distributed and developed, they have selected as the instrument for developing popular understanding and intelligence the public school system of the State. Somewhere in the Scriptures it is written, "As thy faith, so be it unto you." Where there is great faith coupled with the necessary signs following, there is certain to be accomplishment worth while. The faith of the people of California in democratic ideals and in education as a means for realizing those ideals has already borne fruit and gives promise of an even richer harvest.

I realize that efficiency, like human intelligence, is difficult to measure because so many hidden factors are involved. However, it is possible to rate school systems of the several American states as has been made by the Bussell Sage Foundation. The last rating was made in 1918. On the basis of the ten factors involved the state of California, lying away out on the Pacific seaboard where faith is large and traditions are not yet firmly set, was given second place, the state of Montana ranking first. It was pointed out in the report that during the last thirty years, California has consistently the highest average rating. Since 1918, legislation enacted in California has enabled that state to pass Montana in practically every item. It is the story of the steps taken to reach this rank that my address will center about today.

The Democratic Principle

The California school system is based frankly upon the principle of equality of educational opportunity. That principle is thoroughly American, antedating the Constitution and finding its best expression in the Declaration of Independence. The forefathers who struggled for Independence drew the inspiration for their great achievement from the philosophy of the Declaration. They believed that the nation they were founding must be based upon the principle that all men are created equal, not in height,

or color, or weight or intellectual endowment, but in respect to opportunity to develop such wholesome native gifts as they were endowed with by the Creator. Neither the Constitution nor any subsequent event in American history has changed this fundamental purpose of the forefathers. Yesterday, today, and throughout an eternity of tomorrows, America must fulfill that principle of the great declaration by giving her sons and daughters what we may denominate an American chance.

The Real Wealth of a State

In standing for the principle of equality of opportunity in education, California is both selfish and altruistic. The state recognizes that the real wealth of the state is not in its mines, its oil fields, its orchards and farms nor in its close proximity to the Orient with its teeming millions awaiting our trade. These things constitute a part of the wealth of the state and contribute to its possibilities. But the real wealth of California, as of every other state, is the qualities of manhood and womanhood in its citizenry. The real potentialities of the state are limited largely by the potentialities of its individual citizens. The riches of the state are the developed talents of its people. Let a great earthquake destroy every city in California, and an accompanying storm sweep away every power plant, every railroad, every orchard and farm, California would restore her wealth and add to it within a period of twenty years if she had beforehand developed the potentialities of her citizens. In these days when efficiency and economy are watchwords and catchwords, we must not lose sight of the fact that the greatest extravagance possible in this time of great extravagances is in wasting irretrievably the potential resources and talents of our youth by cutting the support of the great institution established for the development of those resources and talents — the American public school system. We have gone thru a great war and accumulated a tremendous debt coupled with obligations to the men who went out to battle. We are now facing the necessity of meeting those obligations. There are amongst us some who would cut school expenditures to the bone in order to meet those obligations. They propose paying the debt by discounting the futures of the boys and girls of America, and the future of America herself. *It needs to be pointed out in plainest language in public speech, and blazoned on the walls of every city and hamlet in America, that the people of this country when they entered the World War never intended that the debt incurred should be paid by sacrificing the educational opportunities of American boys and girls.* I am supremely grateful that the people of California believe in education so thoroughly that only sporadic efforts have been made to impair the efficieny of the schools by reducing the support for education. In fact the sentiment for education is so strong that every candidate for governor at the primaries and again at the recent general election declared unequivocally for the continuance of the policy of liberal support for the schools. The successful candidate for governor who made his campaign on the issue of economy pledged himself explicitly not to impair the usefulness of the school system by cutting school expenditures.

State and County Support

It may seem strange to students of public finance and to citizens generally in other states that the reaction against the burden of taxation in California which was strong enough to elect a governor pledged to radical tax reductions does not extend to the schools. California is spending for education more liberally than any other state in the union. Whereas the average expenditure per capita of population in the United States is between ten and eleven dollars a year, the average in California is between sixteen and seventeen dollars a year. Out of the state budget voted by the Legislature of two years ago, more than fifty per cent went for educational purposes. In the fifty eight counties of the state, almost half of the money raised by taxation goes for the support of schools. *In fact it is the established policy of the state of California to lay practically the entire burden for the support of education upon the state and the counties. Except in our cities and in our separate high school districts, district taxes for educational purposes are the exception.*

The political philosophy underlying the financial policy of California relative to education is a simple one. In fact it is merely an extension of the fundamental principle upon which public support of education is based. In the school district, taxes from the beginning were levied upon all property, whether the owner was rich or poor, whether or not the owner had children in school. The theory is that education of children is a benefit, direct or indirect, to the property owner and to the state. The property owner holds his property under laws that the voters of the state may change. The continuance of the property-holding right therefore depends upon the education of citizens who will recog-

nize the reasonableness of the laws governing the acquirements, ownership, control and disposition of property. Russia is an outstanding example of what happens when property refuses to bear the cost of educating the people. There the ignorant masses, once unleashed, invaded and even destroyed the rights of property. *Education is the best insurance property can have that property rights will continue to be regarded in a reasonable light.* In taxing all property in a school district for educational purposes, we recognize that property is benefited directly or indirectly by education. But if all the property of the school district is benefited by education, is it not true that all the property in the county is so benefited? And does not the same principle apply to the state? Do children who grow up in ignorance remain in the home district and thus cast the blighting influence of their adult years only upon the negligent district? *As a matter of fact lack of educational facilities in any district of the state is the concern of the state as a whole.* The votes of adults who have grown up in ignorance count just as much as the votes of intelligent citizens. The inability or neglect of education in enough school districts will imperil the future of the entire state. For that reason, California has recognized it as a fundamental principle that the larger units of taxation, rather than the smaller units shall bear enough of the burden of school support to guarantee every school district, however poor it may be, a decent American school, employing a teacher with standard qualifications, paying her a decent wage, teaching a modern program of studies, for a minimum period of one hundred and sixty days each year. California has realized this ideal simply and solely because of the policy of pledging the joint support of state and county to the maintenance of a good school in every school district.

An Educational Statesman

In establishing this policy of liberal support by the larger units, California has not taken snap judgment which she may regret and retrieve in the future after she has tried out the plan. The basis for the policy was laid by a far-seeing educational statesman who held the office I now hold back in 1867. John Swett, for that is the name of my great predecessor, was a New Englander, but having left New England in early years, was not obsessed with the New England doctrine that the support of education is purely a township or district problem. Surveying the situation, he found that American families would not go into the wilderness of California to do the necessary pioneering unless schools wree provided. He discovered that pioneer communities, because they were pioneering, were too poor to maintain American schools for their children. Moreover pioneers in California were not held to a frontier by hostile Indians as were the pioneers of Wisconsin. They were not forced to form rather large frontier settlements for protective purposes. On the contrary they could, and did settle the state in small groups widely scattered. The smaller the settlement, and the more sparsely the country was settled, the smaller was the number of children in the district and the smaller the assessable property. Swett saw that if California was to grow into an American commonwealth, with the traditions of education, it would be necessary for the state as a whole to pledge itself to the support of the schools. He therefore secured the passage of a bill providing, for the time, the most liberal state support for education, of all the American states. The principle established by John Swett in 1867 is the principle upon which the success of the California school system is predicated. We have since his time extended the principle and elaborated it, but it stands to-day, and will continue to stand, as an enduring monument to John Swett and to his wise statesmanship.

The State's Part

During the great war, California, like other states faced the problem of keeping the schools open in the face of adverse conditions. The cities were able to finance their schools satisfactorily but the rural districts were unable to secure a sufficient number of teachers. To make matters worse, the normal schools showed a decided decrease in enrollment. High school graduates finding that a short course in a business school would fit them to earn a salary greater than that of the teacher, declined to enter the normal school with its two year course of preparation for teaching. The situation we found might be met in two ways — by lowering the standards for the teaching work as several of the states were doing, or by paying teachers salaries sufficient to induce desirable people to take up the work. At about that time an analysis of the preparation of California teachers was made. It was found that over eighty per cent of the teachers had completed a two-year normal school course beyond high school or a longer course of training. Even with this high percentage of trained teachers

the public was not satisfied with the product of the schools. Should we decrease the efficiency of the schools by demanding less qualified teachers? We faced the question frankly and decided to take the case to the people. An initiative measure was drafted providing that the state must pay annually out of the state treasury into the state school fund at least thirty dollars per pupil in average daily attendance in the elementary and high schools and that the county must raise in addition at least thirty dollars per pupil for the elementary schools and sixty dollars per pupil for the high schools. We also provided that all of the state school fund and sixty percent of the county school fund must be put into an inviolable teachers' salary fund. Additional district taxes were authorized as the Legislature might provide. In spite of the warnings of those elements in the state that oppose practically all expenditures for public education, we had the temerity to submit the measure in the form of an amendment to the Constitution. The measure was debated for upwards of eight months. There was hardly a citizen of California who did not know what Proposition Sixteen was. And when the ballots were counted in November 1920 it was found that the amendment had carried by a vote of almost two for to every vote against. The people responded to the call of the schools in no uncertain manner and the shade of John Swett must have smiled at the triumphant extension of his principle by the people themselves.

The Rural School Situation

It fell to the following Legislature to distribute this fund in such manner as to equalize educational opportunity in California. The rural districts were the ones demanding greatest relief. They were short of teachers; they had no adequate supervision in spite of the fact that the average term of experience among rural teachers is several years less than in cities; they had a shorter school year; they had an antiquated course of study. In many of the rural districts, school facilities were so bad that American families would not live there. They moved away and rented or sold their property to the Japanese or other unassimilable people. In many of the rural districts of the state not one member of the school board could read or write English. In many others boarding conditions were such that no American girl would take the school. The rural districts of California were rapidly becoming de-Americanized, if I may be pardoned the term. The problem before us was the restoration of American opportunity for boys and girls in rural districts in order that rural California might be kept American. We turned to the problem, prepared to adopt heroic measures if necessary, and we recommended an apportionment bill designed to reconstruct rural education in the state.

Under this bill, California allows every school district at least one teacher. For every thirty-five pupils beyond the first thirty-five, an additional teacher is allowed. To each school district the state allows seven hundred dollars and the county an additional seven hundred dollars on account of each teacher. The balance of the funds, after allowances on the teacher basis have been made is apportioned to the several districts according to average daily attendance. This allowance is approximately ten dollars per pupil. A rural school district having thirty pupils under this plan receives seventeen hundred dollars from state and county funds without raising a dollar by local taxation. Of this amount, thirteen hundred and sixty dollars goes automatically into the teachers salary fund and can be used only for the payment of teachers. Because of this plan for apportioning funds, *there are not more than fifty teachers in the entire state of California receiving a salary les than twelve hundred dollars a year.* The smallest and poorest district in the state can now offer a salary sufficient to attract a bright stenographer from her desk to take a normal course. There is not a district in California so poor that the entire state does not do it reverence The wealth of the entire state of California is pledged to do its share toward furnishing opportunity for the child of the humblest citizen wherever he may reside. The rural school ideal toward which we are fast moving in California is a well-built, sanitary, well-lighted structure, situated on an ample lot, with good playground equipment; the school itself taught by a teacher equipped with at least a normal school education, who is paid a respectable wage for a most respectable service; basing its educational effort on the needs of rural boys and girls which shall be outlined in a modern course of study, including the moral and physical, as well as the intellectual elements, such school to be maintained for at least one hundred and sixty days each year. *When we shall have realized this ideal we shall have gone far toward guaranteering California against peaceful penetration by unassimilable elements. Americans will no longer find it necessary to leave the farm to secure for their children a reasonable educational opportunity.*

Supervision

The apportionment bill to which I have referred also contains provision that a part of both state and county funds shall be used by the county superintendent of schools for rural supervision. Under this law at present about a hundred and ten rural supervisors have been employed at salaries ranging from eighteen hundred to four thousand dollars a year. The county superintendency has taken on new life. There is attached to a typical county office a general supervisor of rural grade school work, a supervisor of music, or physical education, or art, according to the needs of the county as the superintendent sees them; a county supervisor of attendance and in many counties a school nurse. One of the most gratifying things is to see how the rural teachers respond to the new order, another is to note the exceptional improvement of rural school work and spirit. *Of all the things done for education in California, with the single exception of our teachers living wage legislation, I regard our rural supervision plan, the most successful.*

Teacher Training

At the time the legislation providing more adequate support for the schools was adopted, the opponents pointed out that we were fixing our expenditures at a time when the purchasing power of the dollar was exceptionally low. They maintained that the wage paid in 1920 would probably have a much greater value in 1930 and asked us how we could justify the higher wage due to the increase in its purchasing power. The school authorities answered that the money had been voted primarily in the interest of the children of the state and that it was our intention to increase gradually the requirements for entering upon the work of teaching. Our children have never had as good teaching as they and the country deserve. With this purpose in view, *we secured the passage of a bill converting the seven state normal schools into four-year teachers colleges with power to grant the bachelor's degree under conditions fixed by the state board of education.* The minimum requirement for entering upon the work of teaching has already been advanced to two and one-half years and will be further advanced as the wage grows in purchasing value. As a further inducement to teachers to prepare themselves more fully for elementary school teaching, we hope to secure the adoption by local boards of the principle that greater training, coupled with greater service, shall be recognized and encouraged in the salary schedules. Heretofore there has been no reward for further training for the elementary school service. The result has been the movement of ambitious teachers who took further training from the elementary to the secondary field. Unless we admit that elementary school teaching is a lower order than high school teaching, and I am not willing to admit it, *we should pay elementary school teachers the same salaries as are paid to high school teachers where training, experience, and service are equal.* When this principle is accepted, we shall have gone a long way toward the solution of the pressing problems of the elementary schools.

High Schools

California has also taken great strides in the development of the secondary schools. In 1913, the total enrollment in the high schools was a little over 4,800; in 1922 it was 23,700. Although the population of the state has increased only fifty six percent during those eighty years, the high school enrollment had increased approximately four hundred percent. The longer school term and better teaching in the elementary schools had carried over into the high schools a larger number of graduates. The expansion of the high school course of study, the enrichment of the studies and the humanizing of high school teaching had resulted in attracting and holding a much greater number of students in the high school. The introduction of vocational work, particularly in the agricultural, industrial, and commercial fields attracted to the schools vast numbers of a type formerly not found in high school. The action of state and county in carrying practically the entire load of support for evening high schools stimulated the establishment of evening classes even in small towns of four or five thousand inhabitants. *About one fifth of the high school enrollment of California is in evening classes.* The passage of the part-time law caused many young people to go to school for full time and brought into the schools for four hours a week about forty thousand boys and girls. The extension of the period of compulsory full-time attendance for all pupils under sixteen years and over seven years of age regardless of the fact that they may have graduated from the elementary schools also swelled the number of high school students. Then again modern industry with its complex processes requiring responsible employees tends more and more toward keeping young people out of industry before they

reach the age of seventeen or eighteen. The apprenticeship system which took care of large numbers of boys in times gone by is largely a thing of the past. Industry is so busy making goods and money that it hasn't time to train mechanics. All of these factors account in large part for the tremendous development of the high school population of California.

It should be pointed out that most of the educational achievements of California have not been due to the urging of the school people themselves. The expansion of the high school along vocational and continuation lines including evening instruction and Americanization classes has taken place in spite of the school people rather than with their approval. The academics predicted, and some of them still predict, the vulgarization of high school instruction. They mourn because they cannot maintain the standards which obtained when only about ten per cent of our young people went to high school. Unquestionably they have some reason for their mourning. But the remedy is not to reduce the numbers enrolled in high school but to *work out some plan for grouping students according to their abilities.* The real urge for the expansion of the high school came from the people themselves. Broad-minded farmers and students of rural life pointed out that rural life and rural conditions were sluggish and, relatively speaking, were growing worse. They maintained that the revitalizing of rural life was a problem of education very largely. They called attention to the fact that farm-born American boys and girls were deserting the farms. And they laid the great burden of reconstructing rural life upon the high school. City dwellers applauded the move because in California we have learned that the depletion of rural resources and the decay of farm life means that the city dwellers must pay more for the necessities of life. The willingness of the cities to aid the rural districts of California as they are doing thru the policy of raising liberal state and county funds for schools is not altogether altruistic. Poverty of life in rural California means higher prices for foodstuffs, consequently the demand is quite general that the high schools offer vocational courses in agriculture.

From industry, too, came the Macedonian cry for trained men. Industry at last awakened to the fact that Europe was no longer sending us trained artisans and mechanics. The type of immigrant we were getting from the Mediterranean and Balkan regions might do well at common labor, but he was so lacking in fundamental education and training that he seldom became a trained mechanic. American industry, constantly becoming more mechanical and therefore requiring mechanical intelligence, was slowly but surely being impaired by lack of trained men. And the captains of industry after looking over the field and finding no other solution for their problem, finally put the little industrial foundling into the arms of the public schools and asked us to nurse it, love it, and cherish it as if it were really our own.

The commercial world brought to the doors of the public schools its need for trained workers, not only in clerical and stenographic lines, but also in the broadening field of domestic and foreign trade. Someone had taken the American business man up to a high mountain top and pointed out to him the trade of Central and South America, the teeming Orient, Alaska and the fertile isles of the Pacific and he fell down and worshipped. All these lands were open to him for trade and commerce if he only had the men fitted to go out and conquer in the great trade struggle. When he looked about, he found that America had not been training men for this kind of work. So the American importer, exporter and business man joined the procession to the schoolhouse door and left there his outstanding problem.

California Accepts the challenge

Verily the school people of today have reason to lift up their heads. Never in the history of the world has any group been more highly complimented. The worlds of industry, finance, trade, and agriculture come to us with their bundles of troubles and cast them at our feet. Is there a social or economic or institutional problem to be solved? After the various agencies have played with it a while and failed to solve it, the wise heads shake, and the wise tongues acclaim it a problem for education. Many, many times we are told that education is the salvation of the world. But the great trouble from the school man's standpoint is that when the burden sharers couple salvation with education, they are too prone to "shout the glad tidings, salvation is free." In California we have accepted the challenge of the economic, social and spiritual burden sharer. We have undertaken to solve their problems thru education. We have expanded our educational work beyond anything of like nature in the history of the world. We are asking the people to support adequately the program we have adopted in response to their demand,

pointing out that the same Scripture that announces the freedom of salvation, also declares that the laborer is worthy of his hire. The vision has been given us and we cannot but follow it. It is the vision of democracy triumphant in the light and effulgence of education; of a land already blessed by God, again blessed by the enlightened effort of man; of a home for us and our children where merit may make its way without let or hindrance to a height limited only by the will of the Almighty; of a great state, basking in the sunshine of the western sky, happy in the knowledge that as the faith of the people, so will it be unto them in all the things they have it in their hearts to undertake.

TRUTHFUL AT HEART

It was a foreign class composed of Slavs and one Italian. This unbalanced race distiction resulted in the little Italian boy being at the mercy of the others, and they were certainly aware of it.

The teacher was examining the group in the use of words. After a few more or less successful answers she came to the word "disguise," and also to the little Italian's turn.

"Now," she said, " I want to know the meaning of disguise. Tony, you give me a sentence with disguise in it."

Tony gazed at the grinning faces of his classmates, who not so very long before had been teasing him, and replied with vehemence:

"I hate dese guys."—School Board Journal.

WHY GIVE THANKS?

Mother always had little Tommy say grace before meals, and she made no exception to the rule when she took him to luncheon with her one day at a restaurant. After the luncheon had been served, she said: "Now Tommy, say grace, please."

"But mamma," he objected, "we're paying for this, aren't we?"

REVISING ZOOLOGY

Dick, aged 4, thinks in terms of automobiles rather than those of natural history. Startled by a dog, running swiftly and barking gruffly, he described the event vividly, exclaiming: "Daddy, he came tearing down the road with his cutout open." —Harpers' Magazine.

INCONSISTENT PRONUNCIATION

When the English tongue we speak
Why is "break" not rimed with "freak."
Will you tell me why it's true?
We say "sew" but likewise "few."
And the fashioner of verse
Cannot cap his "horse" with "worse."
"Beard" sounds not the same as "heard,"
"Cord" is different from "word."
"Cow is cow, but "low" is low
"Shoe is never rimed with "foe."
Think of "hose" and "dose" and "lose."
And of "goose" and also "choose".
Think of "comb" and "tomb" and "bomb."
"Doll" and "roll" and "home" and "some."
And since "pay" is rimed with "say"
Why not "paid" with "said", I pray,
We have "blood" and "food" and "good".
"Mould" is not pronounced like "could."
Wherefore "done," but "gone" and "lone"
Is there any reason known?

UNQUESTIONABLY

When Johnnie fails to "make his grade"
  The teacher is to blame,
When Susie is not up to par
  The reason is the same.
But when with "E's" a card's adorned
  With here and there a "D,"
The parents say complacently
  "That child takes after me."
—Bulletin of the Kansas City Teacher's Club.

SIMPLIFIED SPELLING

Little Louis had gone to the kitchen to observe old Aunt Sarah, the colored cook, at work making biscuits. After he had sampled one he observed:

"Aunt Sarah, I can spell now. These are made out of d-o, do."

"But that doesn't spell dough," Louis' mother corrected, as she entered the kitchen to give the cook some orders.

Whereupon, Aunt Sarah thought that she, too, would enter the discussion. So she said:

"Dere's two kinds of do, chile. 'Do, what you shuts, and 'do' what you eats."

—Philadelphia Public Ledger.

HIS WORD

"I give you my word, the next person who interrupts the proceedings," said the judge, sternly, "will be expelled from the courtroom and ordered home."

"Hooray!" cried the prisoner.

Then the judge pondered.

EYE SIGHT CONSERVATION

Eye conservation is being carried into the Public Schools of the country in a very practical way as a part of the national campaign by the Eye Sight Conservation Council of America, to better the health of America's millions of school children and industrial workers. There have been distributed to superintendents throughout the country, copies of Eye Sight Conversation Bulletin No. 2, which presents a program for Eye Sight Conservation Day in schools. The Council is enlisting the services of the teachers in making visual accuity tests, instructions for which are fully outlined in the bulletin which states:

"First Health Then Wisdom" is an excellent motto and, fortunately, more and more attention is being devoted to the physicl well doing of the child in school. A larger percentage of the defects of vision can be effectively detected and corrected with less expense and less difficulty than is true of any other class of physical defect; there is, therefore, less excuse for neglect with respect to the eyes. It is possible for the teacher to render most valuable and helpful assistance by personal interest and service, as outlined in this pamphlet."

Superintendents and health officers are urged to institute Eye Sight Conservation Days if consistent with their present school welfare programs. It is not the desire of the Council to suggest or recommend anything that may not fit in with the regulations of the various Departments of Education. It is not offering a substitute where there are adequate provisions for visual accuity tests of the school children, but it is in comparatively few communities that school children receive even the mast superficial eye tests, and in the majority of schools there is little or absolutely no attention given to this important matter. The program as presented in Bulletin No. 2 outlines a procedure suitable for large schools; for the schools with a number of rooms; or for the little red school house of one room in the most remote district.

The object of an Eyesight Conservation Day in schools is merely to discover that fact that a child has a defect of vision or symptoms of a defect, rather than to determine the degree of deficiency.

Eyesight Conservation Day should be observed semi-annually, shortly after the beginning of each school semester, and should be an integral part of the general school program. On this day the educational program should be omitted until the tests and observations have been completed.

This is not a "day" arbitrarily set for National observance, nor is any particular date suggested. The matter of the date is immaterial and is necessarily best decided by the educational and health authorities in different communities. It is of moment though that the health and educational authorities appreciate the importance of having visual accuity tests made of every school child.

The Eye Sight Conservation Council, with national headquarters at the Times Building, New York City, furnishes a vision chart for schools and in addition to the program for Eye Sight Conservation Days in Schools has published other pamphlets and a series of folders. The folders present in story form the message of eye care, and the intent is to change the seeming indifference of some parents into a realization of the actual need of attention being given to the eye of school children.

The Board of Education of New York City in observance of Health Day distributed 215,000 of one folder published by Council, placing these in the hands of every child with manifest defect of vision with instructions for the child to take it home to parents or guardian.

The Council will welcome inquiry from any educator interested in the cause of conservation of vision. Every teacher in the country should read Bulletin No. 2, and the other publications of the Councils.

TO MISS FLAPPER

Blessing on thee, little dame—
Bareback girl with knees the same,
With thy rolled down silken hose
And thy short, transparent clothes;
With thy red lips, reddened more,
Smeared with lipstick from the store;
With thy makeup on thy face,
And thy bobbed hair's jaunty grace.
From my heart I give thee joy—
Glad that I was born a boy.

SOMEBODY'S MISS FORTUNE

"And when you told him I was married," said the girl who had jilted him, did he seem to be sorry?"

"Yes," replied the other, "he said he was very sorry—altho he didn't know the man personally."

WESTERN WISCONSIN TEACHERS' ASSOCIATION MEETS MARCH 15-16 AT LA CROSSE

The Western Wisconsin Teacher's Association will hold its annual meeting March 15, and 16 in La Crosse. Mrs. Blanche Chamberlain, La Crosse county superintendent of schools and president of the association, has made a great effort to secure effective speakers and has arranged for an unusually strong program.

Mr. John J. Tigert, U. S. Commissioner of Education will deliver an address on the opening day. His subject has not been announced. M. V. O'Shea of the University of Wisconsin will speak on the subject "New Times Bring New Problems in Education". Dr. Charles McKenny, formerly president of Milwaukee normal school, and now president of Michigan normal college, will discuss the subject "Can America Afford Good Schools". Dr. Caroline Hedgar of Chicago has been engaged to give several talks on health. E. G. Doudna, secretary of the Wisconsin State Teachers' asociation will deliver a lecture on the "Teaching of Wisconsin History".

MRS. BLANCHE CHAMBERLAIN

Superintendent LaCrosse County Schools and President Western Wisconsin Teachers' Association

Other speakers on the program are: Mr. W. J. Osborne and Miss Isabel Davidson of the state department of education, Miss Prudence Cutright of La Crosse, Miss Theda Goldemeister of Winona normal school, Mr. E. B. Gordon and Thomas Lloyd Jones of the University of Wisconsin, Miss Bessie Allen of Stevens Point normal school and Mr. J. O. Engleman, field worker for the National Educational association.

ELKHART LAKE MAKING SOME CHANGES

A new project which has just been introduced into the Elkhart Lake schools is dental inspection for the children in both high school and elementary schools. Blanks with results of the inspection are sent to parents and duplicates filed at the school. Principal C. H. Dorr believes that eventually many failures of students may be traced directly to teeth defects which have been neglected. Student government is also being tried out. This is simply a move launched by students to try to solve their own problems of conduct and discipline without the intervention of teachers. The student government is called "The Student Council" and has a constitution by which it will operate based upon that of our nation. The legislative department consists of the student body. The executive department consists of a president, vice-president, secretary-treasurer, and several committees. The judicial department consists of a board of control. Regular elections are carried on to fill the various offices in the same manner as those of our government.

BANGOR IS DOING THINGS

Bangor is coming to the fore with many projects which are being worked out successfully and new ones planned. Some of the activities in which special interest is being taken are: A school clinic, serving the village and surrounding rural schools; hot lunches being served to fifty country boys and girls each noon at a cost not exceeding two cents per pupil per day; a new high school band of thirty pieces just started; nutrition class for underweight children; a lively parent-teacher association; a big community fair to be held in February in the large new high school gymnasium and auditorium; an athletic council with one board member, one village member, two students and the high school principal to take charge of all athletics.

DEATH OF O. S. RICE

The years 1922 and 1923 have marked the passing of a number of Wisconsin's most able school men—men who have had a large part in the raising of educational standards of the nation as well as within the state. By the devotion of the best years of their lives to the cause, they have helped to place Wisconsin in the foremost ranks among states which stand for any measure which makes for the betterment of its schools and the culture of its citizens.

To this ever lengthening list of pioneers in the work we must add the name of O. S. Rice, supervisor of libraries in Wisconsin since 1907, who died at his home in Madison, January 25, 1923.

Although Mr. Rice had been in failing health for several months he continued his work and remained on duty until the week before his death. Because of the fact that he remained at his post, friends most intimately associated with him did not realize the seriousness of his condition and news of his death came as a distinct shock. His loss will be keenly felt not only by those who knew him personally but also by those who knew him through his work.

An expression of this feeling of great loss and an appreciation of the worth of Mr. Rice is embodied in a splendid tribute to him by Charles L. Harper of the state department, which we quote:

"It has been my good fortune and also a large pleasure to be intimately associated with Mr. Rice and his work for many years.

He was born in Opdal, Norway, in 1863, and came to this country at an early age with his parents who settled in northeastern Iowa in or near the village of Dorchester. School work quickly and strongly appealed to Mr. Rice as a child. He made rapid progress and soon began teaching in the country schools in his neighborhood. His success was such as to open to him a field of larger possibilities in a life work shaped along educational lines and he vigorously seized every opportunity to add to his store of knowledge.

His boyhood life had little of leisure for anything other than reading and study. At the earliest opportunity he entered the Northern Indiana normal school, at that time the most attractive school in the west for students who were disposed to put in at least half of the 24-hour day with their college work and who possessed but little funds.

After graduation he taught for several years in the academy at Stoughton. During this period he secured the Wisconsin unlimited state teacher's certificate by examination, then an accomplishment of much moment. He acquired a knowledge of stenography as an aid in briefing his daily work in the class room.

He was graduated from the University of Wisconsin in 1899, completing the course in two years, winning a membership in the Phi Beta Kappa because of scholarly attainment, and was at once elected as principal of the Deerfield high school where he remained until he accepted the position of state school library supervisor now made vacant by his death.

So much as a sketch of his preparation for his life work as Mr. Rice carved it out and perfected it.

Now a few words as to the man.

As a man and citizen he was high class, earnest and free from blame; was of most genial disposition, kept himself young and was an inspiration to all young people who were fortunate enough to come under his influence.

His work as supervisor of state school libraries has not been surpassed in excellence by any similar official worker in any state in the union. Bulletins written by him have always received more than state-wide commendation and his latest word "Lessons on the Use of Books and Libraries" is given a complimentary notice in the December number of the Educational Review. Mr. Rice was indeed a pioneer in the school library movement and was instrumental in securing the enactment of statutes touching many phases of school library work of the country. The position of library supervisor is an exacting one, requiring good judgment, sound scholarship, the strictest integrity, temperamental fairness, ability, untiring industry, and alertness and power to resist importunity. All these and more Mr. Rice brought to his office. No book found a place in the library except through merit.

He believed that the time to train men and women for the various useful activities of life is while they are children and to this end his life and unusual ability were devoted and it may justly be said in regard to him that:

"He lived in deeds, not years; in thoughts, not breath; in feelings, not figures on a dial and true to the axiom that 'He most lives—who thinks most, feels the noblest, acts the best.'"

His work has counted and will continue to count to the advantage of this and other states for years to come in better men, better women."

O. E. WELLS

Since the publication of the January issue of the Journal of Education, friends of the late O. E. Wells have kindly furnished us with some data concerning his work in the field of education which we believe our readers and especially those who knew him during his long career in such work in Wisconsin will be pleased to obtain.

The following extract taken from The Columbian History of Education in Wisconsin shows the high esteem in which Mr. Wells was held among educators during the long period of active service which he enjoyed in the field:

"The extensive and varied experience gained in teaching nearly all classes and subjects from the district schools to the high schools afforded a sound basis for the exercise of supervising ability and thus established his title to leadership in the conduct of a common school system. To his faculty for organization, Mr. Wells unites a devotion to learning. He has therefore marked every step of progress in methods of management by a corresponding advancement in the aims and methods of teaching. The five high schools which he secured for Waupaca county. no less bear witness to his ability for organization than does the pre-eminent success of the reading circle movement, which placed Waupaca in the front rank among those counties where this important means of culture has been instituted. While in the school at Appleton, which soon became a high school under his management, Mr. Wells seems to have yielded to his ambition for a wider field of literary work, and began to consider seriously a plan for editorial work.

The invitation to accept the principalship of a school at Manitowoc, diverted him for a period from this intention. The nomination upon the democratic ticket for state superintendent in the fall of 1890, saved him to his profession. The tidal wave of democratic triumph carried him to the state capitol as leader of the state system of public schools. The two years of Mr. Wells' superintendency have proved his industry and vigor, and in every way satisfied the claims of his friends and the expectation of the public."

Without doubt the greatest memorial to Mr. Wells is the system of county training schools for teachers. Although the idea of such a school had originated several years earlier, no definite steps for its organization were taken until 1897. At that time Marathon county, at the suggestion of county superintendent J. F. Lamont, appropriated $3,000 for the establishment of a training school for rural teachers. In 1899, the legislature granted financial assistance and the necessary authority for carrying on the project. Mr. Wells was engaged as principal with one assistant, Miss Rosalia Bohrer. From that time until his retirement in 1915 because of failing health, Mr. Wells continued in the same position witnessing the growth of the Marathon county school to one of the foremost in the state and also the establishment of many similar schools. The basis for the present course of study used in county training schools was prepared by him and it was through him that the real possibilities of the undertaking became fully apparent.

That Mr. Wells was interested in education for education's sake was clearly demonstrated in the support which he gave to a law which raised the qualifications for high school teachers thus excluding himself from that field.

FUNNY HOW THINGS GROW

Three men, an Irishman, a Swede and a Hebrew, were brought to court. The Hebrew was arrested for stealing a cow: the Swede for stealing a horse, and the Irishman for stealing a wagon.

"Well," said the judge, turning to the Hebrew, "where did you get the cow?"

"I've had it since it was a calf," was the reply.

"Where did you get the horse?" he asked the Swede.

"I've had it since it was a colt," replied the Swede.

"And, Patrick, where did you get the wagon?"

"Oh, your Honor, I've had it since it was a wheelbarrow."

During an afternoon, a violent thunderstorm arose, and to lessen the fright of the boys and girls, the science teacher began telling of the wonders of the elements.

And now, Mark, he asked, why is it that lightning never strikes in the same place twice?

Because, Mark answered confidently, after it hits once, the same place ain't there any more.

Enthusiastic teacher: "tomorrow we shall take the life of Thackeray; come prepared."

—Racine High School Notes.

OUTSTANDING FEATURES OF EDUCATIONAL WORK IN LA CROSSE COUNTY DURING DECEMBER

La Crosse county reports a very successful education week which was observed in every school. Suggestions were sent out from the superintendent's office which the teachers worked out very effectively by the use of many unique devices. In nearly every school one day was set aside as a visiting day and in some instances formal programs emphasizing the thought embodied in the slogan for the day were given.

Hot lunches are served at the noon hour in a very large percent of the rural schools of the county and in some instances the patrons were invited for the noon hour to partake of the hot lunch with the children.

A concrete example of what is accomplished by concerted action is shown in the following instance: In one school five minute talks were given by the supervising teacher and other visitors, followed by discussions on the needs of the school. In this community the patrons had purposed buying lamps for the school but after these discussions decided to wire the building for electricity.

An interesting and pleasing style of invitation was used in one school which we are very sure County Superintendent Blanche Chamberlain would be very glad to pass on to any teacher who is desirous of securing new and effective devices for use on such occasions.

The county superintendent of La Crosse county also reports an attempt to improve the character of the special day programs in rural schools. This campaign was started some time ago and the results have been most gratifying. In many schools the old-time program consisting of recitation and dialog of no particular value has been replaced by dramatization of classics and real songs rather than jingles of no merit set to well known tunes. Hiawatha, Courtship of Miles Standish, Pied Piper of Hamelin, Golden Hair, and others have been given and the teachers report that the patrons enjoy them more than the old kind.

At Christmas time Van Dyke's "First Christmas Tree" and portions of Dickens' "Christmas Carol" were dramatized by different one room rural schools. The music for these programs was well chosen, consisting of such gems as "Holy Night", "Come all ye Faithful", "Little Town of Bethlehem", etc. Some of these songs were very effectively pantomimed. The time spent by pupils in memorizing such material is time well spent and they have something worth while to store in "Memory's Casket".

The rural school teachers of La Crosse county are alive to the possibilities of the special day program and are constantly developing original ideas along that line.

REPORT OF JUNIOR COLLEGE COMMITTEE

The report of the committee on junior colleges which was appointed by the conference of the state educational boards to investigate the situation was submitted early in January. The opinion of this committee is that junior colleges in Wisconsin are inevitable and desirable. It finds that "the development of junior colleges of the vocational or occupational type is even now well under way in Wisconsin". The committee believes that the establishment of such schools should be undertaken on the initiative and at the expense of the local school systems which require them, and only when a normal school or privately endowed college is not located in the vicinity. They do not believe that such colleges will detract from the University of Wisconsin but that new material would be attracted by the more easily accessible schools.

LEGISLATIVE PROGRAM

A tentative outline of some of the measures which the state teachers' association intends to back has been given out by E. G. Doudna, secretary. Some projects to be supported at this term of the legislature are: Reorganization of county schools; consolidation of rural schools; certification of teachers to insure adequately trained teachers in each school; to give the school boards, elected by the people, financial control of city schools; establishment of an adequate state school fund; and establishment of music and physical education as required subjects.

NO DOUBT

Marjorie and Eddie had both been told that they must write letters of thanks for the outside gifts they had received for Christmas. Marjorie sat down and quickly wrote:

"Thank you so much for the fountain pen. It's what I've always needed."

Meanwhile Eddie was chewing the end of his penholder for inspiration. As his sister laid aside her first letter, he surreptitiously glanced at it.

"Thank you so much for the handkerchiefs. They're what I've always needed." —Ladies' Home Journal.

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Wisconsin Educational News

Corporal punishment has been forbidden in the schools of West Allis.

The state school fund has been apportioned with distribution made on the basis of $3.66 per capita.

More men are going into the teaching profession since the war, according to statistics of the Badger school of education.

Assemblyman J. D. Millar is chairman of the committee on education of the lower house. Mr. Millar is from Menomonie.

Wood county is represented by forty-four students at the University of Wisconsin this year, including thirty-two men and twelve women.

A survey of Eau Claire high school shows that about 45% of the boys are preparing for college. The percentage of girls is nearly as large or 40%.

The new $60,000 county training school for teachers at Manitowoc is now ready for occupancy. This is one of the finest schools of its kind in the state.

West Allis will erect a new vocational school at a cost of $75,000. The new building wil be one unit, the other half of the school wil be erected at some future date.

The Edison company of New London has opened a night school for its employes, with two sessions each week. There are about five hundred persons on their payroll.

Sex education will not be taught in the Madison schools because the board of education did not wish to assume the responsibility for recommending such instruction.

The Roosevelt junior high school, Fond du Lac, with an enrollment of 3,213 pupils banked $1,461.94 the first banking day after the Christmas holidays. This school has attained 100% in thrift which is unusual in a junior high school, especially with so large an enrollment.

Miss Edna C. Beck, who taught in the West Allis public schools for the past four years, died at her home after a short illness with diphtheria.

Wausau has no married teachers on its regular teaching staff, although there are some widows listed. Married teachers are employed as substitutes when necessary.

Miss Elsie Goehl, for several years a teacher in the South Madison school, died at her home in Waterloo, Wisconsin, from an illness contracted during the Christmas recess.

Men teachers of Manitowoc and Two Rivers high schools have formed an organization similar to the schoolmasters' club. The purpose is for educational advancement and betterment of the schools.

Prof. J. M. O'Neill, chairman of the department of speech at the University of Wisconsin, has been granted leave of absence from that institution for the two years, 1923-25, and will spend the time in writing and study.

H. N. Goddard, former superintendent of schools at Chippewa falls has accepted the chair of biology at Yankton college, Yankton, South Dakota. He assumed his new duties the latter part of January.

A special legislative committee has been named by the board of normal school regents to draft a bill calling for a four-year teacher training course in Wisconsin normal schools which will lead to a degree.

The Marion schoolhouse in the town of Byron is the second school in that town to be destroyed by fire within the last few months. The building was a modern frame structure and one of the best equipped in the county.

Secretary E. G. Doudna of the state teachers' association has registered with the secretary of state as a lobbyist and will appear for the state teachers' association before the legislature on bills dealing with education.

Frank C. Fellows of Lodi, succeeds W. H. Luehr as instructor in the mathematics department of the Manitowoc high school. Mr. Luehr has left the teaching profession to become an examiner with the state civil service board.

Bonds were voted by the common council of La Crosse which will give the city three new schools—a junior high school, a new ward school, and a new vocational school. One building was opened a year ago and two more last fall. This represents an expenditure of over six million dollars all told for school buildings within two years.

There will be no manual issued this year except for the one-room and state graded schools. This is due to the fact that the legislature failed to make sufficient appropriation for the maintenance of the department of education.

The board of education of the city of Waupun has acted favorably on petitions presented to it, signed by all of the ministers of the city for a class in ethical training for public school pupils. The class will meet once a week and children will be excused from school to attend.

Wisconsin again ranked fourth among the twenty largest university-summer sessions in the country. Columbia university ranked first, the University of California second, the University of Chicago third, and Wisconsin fourth. The same ranking has maintained for a number of years.

Eau Claire and Chippewa Falls are contemplating merging the Schoolmasters' clubs of the two cities. One of the reasons for this is the fact that there are only forty members in the Eau Claire club and fewer in the Chippewa Falls club. A combined club could work more effectively.

A bill has been introduced into the legislature providing for compensation for a student injured while performing services growing out of or incidental to any work required by him in any branch of manual arts. This would be a sub-section of the workmen's compensation act.

Because of a reduction of the school budget by several thousand dollars, by the common council of Madison, many repairs and improvements planned by the school board have had to be eliminated from this year's program. There will be no reduction in teachers' salaries because of the reduced budget.

The Jane Oakley trust fund of $5,000, is a recent gift to the the University by the heirs of Mrs. Oakley, who was a resident of Madison for many years. The income from the fund will be used to pay the annual contribution of the University of Wisconsin to the American school of classical studies at Athens, Greece.

History classes in the Manitowoc high school have worked out interesting projects which other schools might like to follow. Four American history classes were divided into groups and each group was required to represent the interesting and notable events in the life of a famous man of colonial times. Miniature sailing vessels, stockades, houses, wedding parties were a part of the exhibit. Columbus, Penn, Franklin, Hamilton, Jones, Jefferson, Washington, Lafayette, Patrick Henry, Putnam, Boone, Hancock, Revere, Roger Williams, Wolfe, Montcalm and Smith were some of the men whose lives were portrayed. A prize of ten dollars was awarded the group putting on the best exhibit.

In a series of uniform standard tests given graduating classes of every country training school, high school teachers' course and one year course in the state normal schools—56 schools in all—the Green county normal school ranked first. Four tests were given—in intelligence, arithmetic, correct English, including punctuation, spelling, etc., and language.

The Mississippi valley states association of manual arts held its thirteenth annual convention in Madison, January 11, 12, and 13. The program included talks by Prof. Ira Griffiths of the University of Wisconsin, Major E. A. Fitzpatrick, secretary of the state board of education, H. W. Schmidt, of the state department of vocational education, and C. A. Bowman, of Stout Institute.

W. G. Ballentine, superintendent of schools, Menomonie, has been reelected for a term of three years from the end of the present school year. His salary is fixed at $3,700 for the first year, $3,800 the second year, and $4,000 the third year. Mr. Ballentine has ben at the head of the Menomonie schools for the past two years, going there from Jefferson.

A news item has it that Stevens Point high school boys have formed a secret organization to abolish all "sheiks". They claim that the "shieks" are bringing the school into disrepute. This is probably the most effective method of meeting such situations. Disapproval of classmates will do more than hours of lengthy speeches by principals and teachers to rid a school of silly fads.

A detailed report of the various activities of the La Crosse schools submitted by Supt. B. E. McCormick to the board of education shows a growth and expansion in the work which cannot but reflect the splendid cooperation of those who head the organization and the teaching force. The common council accepted the budget of the board of education and made appropriations asked for, in full. Several new departments were organized including a development room, open air school, special speech work, and a systematized plan for the carrying on of the work with children who are physically unfit.

The supreme court upheld the constitutionality of the Wisconsin teachers' retirement tax law and its power to assess a tax on dividends on par value. The law still faces a fight during the 1923 session of the legislature. Assemblyman Caldwell from Columbia county, who opposed the law in 1921, will introduce a bill asking its repeal, according to press news.

County superintendent of schools S. V. Wilson of Oconto county, has made arrangements to hold eye tests in all schools under his supervision. Charts together with instruction as to their use will be sent to the teachers, and all children who do not test normal will be singled out and parents notified, with the recommendation that they be taken to an oculist for examination.

Three members of the faculty of Stout institute have tendered their resignations effective January 26, 1923. Miss Bertha Bisbee who has been teacher of dietetics and nutrution for the past ten years will take up work at Columbia university. Miss Gladys Harvey, head of the Art department, and Mrs. George F. Miller, athletic director for girls, are the other two members who have resigned.

Invitations are out for the annual relay carnival at the Wisconsin University which is to be held in Madison February 17. Thirty-five outside institutions have been invited to participate, including all the state colleges and normal schools. Nine military academies in the middle west and all the high schools in the neighborhood of Madison have been asked to send relay teams and individual performers.

E. L. Long, head of the department of education at La Crosse nomal has accepted the presidency of the Tri-State college at Angola, Indiana, and will take up his work in April. Professor Long has been connected with the La Crosse normal since it was opened having been one of the seven original members of the faculty. He will be greatly missed by that institution, for the progress of which he has been in a large measure responsible.

Two cases have come to our notice in which teachers have been brought to court charged with excessive punishment of school children. In one case it was charged that the teacher caused such injuries to a child's hand through the use of a ruler that amputation of one of the fingers was necessary. In the other case a rubber hose was used. However just or unjust the charges, a teacher who resorts to any such means of inflicting punishment lays himself liable to prosecution, with public opinion against him in nine cases out of ten. No teacher is obliged to retain an incorrigible child in his school—he does not need to resort to corporal punishment. If the child is not incorrigible but merely mischievous, other means are more effective than rulers or rubber hose. A visit to the parents is usually enough in such cases.

The supreme court of Wisconsin affirmed the decision of the lower court which awarded Mrs. Elsie B. Thompson, Milwaukee school teacher, damage of over $2,000 and ordered her reinstatement in the city schools. The suit was instituted by Mrs. Thompson when she was discharged because she failed to notify school authorities of her marriage until several months after it had taken place, thereby violating a ruling of the Milwaukee board of education that all married teachers must be known by their married names on school records.

In order to relieve the congestion of schools during the winter months, Supt. M. C. Potter of Milwaukee has suggested that an all year school be maintained with an optional vacation during any three months, on the part of the pupils. He believes that enough pupils would elect to take their vacations in the fall, winter, or spring so that there would be a more evenly distributed atttendance throughout the year. The plan does not seem to meet with general favor among teachers. It would be necessary to have a more detailed outline of how the plan would operate before an intelligent opinion as to its feasibility could be formed.

In a letter addressed to the teachers of Rusk county, Supt. R. H. Burns has announced his intention of severing his connections with the schools and taking up his residence in St. Paul, Minnesota. Supt. Burns has been a resident of Rusk county for nearly sixteen years, during which period he has taken an active interest in educational affairs and seen a remarkable growth in the number and efficiency of its schools. In losing him, the county is losing a man who has had the best interest of its schools at heart for many years. Mr. Burns states that the recent decision of the board to reduce the salary of the county superintendent by $400 was one factor which caused his decision to resign.

The Rock country training school seniors have just completed a revised accession list of reference library books, giving the titles, authors and dates of copyright for 1,038 volumes. This is considered the best reference library of professional books of any of the thirty-one training schools in Wisconsin. There is also a large collection of juvenile books used by the students and children of the model school.

Police chief Andrew Lueck, of New London was ordered into court at Waupaca upon complaint of E. N. Calef, director of the vocational school at New London, for refusing to enforce the truancy law. Calef alleged that the Chief refused to permit his own daughter, said to be within school age, to attend the vocational school, besides compelling the city to hire extra officers unnecessarily for truancy work, according to an associated press notice.

A story from the northern part of the state that four children living near Jump river were chased by a pack of wolves while returning from school and were saved by two dogs belonging to one of them, reminds us that we still have a frontier with all its thrills, even though the majority of our school children are listening in on radio concerts, learning their geography through motion pictures, and resorting to numerous other devices to arouse interest.

We have received two new bulletins which deserve commendation for the completeness of the data which they contain and the attractive manner in which they are bound. One is the county annual compiled by Superintendent Lillian Chloupek of Manitowoc county and the other a history of the Horicon school, with a description of the new Van Brunt memorial building, prepared by Superintendent W. R. Bussewitz. These booklets prove that even statistics may be made attractice and readable.

Former state superintendent C. P. Cary is writing a series of articles in which he takes exception to the policy outlined by the state board of education. He condemns proposed measures as tending to "centralize power" in the board. Now is the time for Wisconsin citizens to acquaint themselves with the situation and be prepared to take a definite stand either for or against changes in the method of administration of school affairs. It is to easy to remain passive until action is taken and then "put up a holler" if dissatisfied.

According to an opinion from the attorney general's department to state superintendent John Callahan, a farmer must actually transport his children two miles before he can collect the forty cents per day allowed by law. A farmer living 2 13-16 miles from the school house in his district took his children to a school in an adjoining district which was less than two miles from his home. He is not entitled to compensation, assistant attorney general Mortimer Levitan pointed out.

Senior members of the teacher training department of the Waukesha high school will receive two dollars a day for their services when they are called to act as substitutes for absent teachers. Fifty cents of this sum will go toward the library fund of the training department. This action was taken because the girls are required to spend so much time away from their regular classroom work and also because they are under expense for room and board while substituting for rural teachers.

Francis Rooney, Racine school boy, has instituted suit for $5,000, through his father who is his guardian, against the city because of injuries which he received while operating a paper cutter. In claiming damages the father and son say that "the city was negligent in not providing proper guards on the machine, and in not warning the boy of the hazards; in not providing a safe and proper place to work, and in not giving proper instruction as to the methods of operation. The boy lost four fingers of one hand at the second joint when a schoolmate pulled the lever while he was adjusting the paper.

In 1848, Merton school district No. 6, village of Merton, Waukesha county, voted to build a new $200 school house. In 1922, the same district erected a $30,000 school. Relative costs of securing an education three quarters of a century ago and now may be ascertained from the same old records. In 1852, A. J. Diebell was paid $38.12 for his services as teacher. The treasurer's report in 1853 showed a total expenditure of $146.21 which included teacher's salary, fuel, and all other expenses. In the three years from 1852 to 1855 cost of fuel ranged from sixty-four cents to eighty cents a cord for dry hard wood. Very likely there were people who thought the cost of running the schools was exorbitant in the good old days "even as you and I."

Dr. Paul Reinsch, American minister to China and at one time professor of political science at the University of Wisconsin, died at Shanghai, China January 25, 1923. Dr. Reinsch began his service in China in 1913 but previous to that time had spent a great deal of his time abroad in Berlin, Rome and Paris. He was the author of numerous books and articles on political science and was considered an international authority on the subject. Dr. Reinsch had been ill since October.

A series of articles is being published in a Mauston paper having for their purpose the arousing of interest in the introduction of a course in agriculture in the local high school. Arguments set forth the fact that Mauston is situated in the center of an agricultural community and the high school does not meet the vital need of the locality unless it furnishes instruction in an industry which is pursued by the majority of its residents and into which a large percentage of the students will eventually enter.

The state conservation commission has completed 2,000 feet of film depicting various phases of the work which the commission is doing to conserve game, timber and fish. This is an educational film which will be sent upon a tour of the state in order to bring home more forcibly the necessity of replacing and preserving the plant and animal life of our state if we are to maintain it for future use. This motion picture film is not only instructive but entertaining and represents a year of work in order to secure all parts of it.

At a conference of the faculty and several students of the Milwaukee normal school recently, a protest was entered by the latter against the heavy work which must be carried by students in order to complete the teacher training course in two years. They ask that it be extended to three years. Perhaps a curtailment of social and other outside activities would help relieve the load by allowing more time for study. It is doubtful if the average student of today is injuring his health through a too close application to his studies.

Marinette high school has changed the name of its school paper from "The Booster" to "The Marionette" at the suggestion of Mr. French of the journalism department of the University of Wisconsin who was named as the Booster critic by the C. I. P. A. Lack of originality was the reason given for the suggested change. The paper has been altered materially in other respects and also enlarged. This idea might be followed up by other schools which publish papers that they wish to be representative of their particular communities.

The Washburn high school always has some well written news notes pertaining to the activities of the school which cannot but keep the parents in touch with what is being done in the way of real worth while work. One feature is the introduction of new members of the faculty with short write-ups of the work which they are doing, their preparation for it and student impressions of them. This is one way to bring the teacher into a more personal relationship with those who do not have the chance to visit the school and become acquainted with the faculty who are directing the work of their children.

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'Twas good to be alive.
The carbureter threw a fit—
Bill $20.85.

He started on a little tour,
The finest sort of fun.
He stopped to quick and stripped his gears—
Bill $90.51.

He took his wife downtown to shop,
To save car-fare was great;
He jammed into one lamp-post—
Bill $268.

He spent about all he had.
And then in anguish cried:
"I'll put a mortgage on the house
And take just one more ride.—*New York Evening Mail.*

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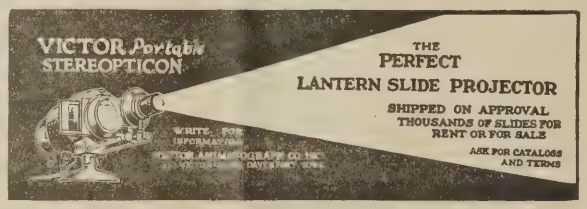

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Should The School Year Be Lengthened?

Supt. R. W. Fairchild, Fond du Lac

The lengthening of the school year to cover a period longer than the regulation nine or ten months regardless of whether it takes the form of an "all-year" school or of a summer session type is largely a movement of comparatively recent growth. However, the progress made is such as to indicate that the plan of increased school opportunity has passed enough of its experimental stage to warrant several safe conclusions. It is not within the scope of this discussion to determine the relative merits of an "all-year" plan on the basis of terms or quarters, as the case may be, as compared with a long or short summer session or any kindred administrative methods of procedure. Rather the attempt is here made to awaken possibilities of educational enlargement through a utilization of existing conditions in making education yield greater dividends in the nature of both quantity and quality of the finished product.

When we regard education today as simply an alteration and improvement of behavior and the accomplishment of a definite purpose through environment, and no longer measure the progress of the school child by a time period, as the "sentencing" of the child for at least a year to a grade, we readily find ourselves in accord with a plan to accomplish this end with a minimum expenditure of time, efforts and money. This is the role of the lengthened school year.

A general survey of the present use of the ordinary school of nine to ten months is of interest from the standpoint of the sanity of any plan of extension of time. The average school is in session about 180 days in the year. The average daily session is five hours. Children who attend school regularly and without tardiness have 900 hours of school in the year. The average attendance of those enrolled is 120 days or 600 hours. There are in the year 8,760 hours. Of these, 5,110 are waking hours for children who sleep ten hours a day. Children who attend school the full time are in school a little less than one-third of the waking hours of 180 days and not in school at all 185 days. The average attendance is only about one-third of the waking hours of 120 days with no attendance on 245 days. Children who attend all of the school hours of the year are in school 900 hours and out of school 4,210 waking hours; the average attendance is 600 hours in school and 4,510 waking hours out of school.

Authoritative figures show 5% of the school children of cities, towns and suburban communities go away during the summer to the country and summer resorts; 10% or less have some useful occupation; and 85% or more are at home without useful occupation. They spend the time in idleness, many times on streets and alleys without guidance, or on vacant lots or in crowded houses. Much that was learned in school at the previous session is forgotten; many of the children have to some degree become criminals and still more form habits of idleness.

Some education should be provided for these children through what is now in most places a long and wasteful vacation. No one will claim that the addition of even 400 or 500 hours to the number now spent in school would be a burden on any child.

However, even after reliable figures show that the child is in school but a very small portion of his waking hours, the question exists in the minds of some as to the purpose of the additional summer school. What is it designed to accomplish? Is it worth the effort? Such questions may be easily and definitely answered. Such schools are maintained primarily for:

1. The ambitious, energetic pupil who is able and anxious to shorten the period of school work.
2. The pupil who has failed in some subject or subjects and wishes to make up the failure in order to go on with his classmates in September.
3. The pupil who through illness or other cause has missed work and likewise wishes to continue with his regular class in September.
4. The pupil who has almost finished the

grades or high school, who may thus avoid entering again for a fraction of a year.

There are several measures to be applied to determine whether this added portion to the school year is worth the time, effort and money expended on the part of teacher, pupil and tax-payer. If a high quality of work can be done, if it is a logical arrangement, if it adds to the mental ability without physical deterioration, if it is economical from a time and financial standpoint, and lastly if it has stood the test of varied usage, there can be no doubt as to the lengthened school year earning a place in the school program of today.

Quality of Work.

There are several decided advantages to summer work. To those who are naturally studious and to those who because of previous failures must at least attempt to be studious, it offers a few weeks of work free from the usual distractions of the "so-called" regular year. There are no social affairs, no entertainments, no rehearsals, no interruptions,—just a quiet session's work. Further, as the units, grades or classes, are generally smaller the pupil benefits from receiving more individual work and attention.

These are seemingly plausible facts. Are they borne out in actual work? After investigating the quality of work done in two Wisconsin school systems it has been found that in eight weeks summer session the children mastered twice as much reading and spelling as is ordinarily mastered in twice the time.

To get the most out of any subject, school or otherwise, a certain amount of uninterrupted concentration is necessary. In the stage of transition from year to year in school work, the long summer vacation has tended to break this continuity. While there will be some break over any vacation, it is obvious that the shorter the vacation the less destructive is such a lapse from work. Such difficulty is decreased by the addition of summer work with the short vacation prior to opening in the fall. Thus it is much easier for that pupil taking history, English and other subjects in the summer to continue those or allied subjects in the fall than if there were a vacation of three months. Again the element of economy of time enters in here as a consideration of importance.

There are some subjects that lend themselves to better treatment in summer than in winter months. The ease with which Nature Study in the grades and all Natural Science in secondary schools, can be taught in summer renders those subjects of vastly greater interest and import to the pupil. Such actual application of subject matter and its coordination to ordinary environment is a great need today in all fields of science. Also, the possibility of educational excursions along many lines is worthy of consideration and practice in the summer months. Education is not to be found entirely in books or pent up within the four walls of a class room. It is a working relationship toward and with environmental activities that each individual must sooner or later come in contact with. Hence, we should prepare for such by making education practical and worthwhile, teaching the pupil to observe and then make some genuine attempt to think as a result of experiment observations.

Since one of the functions of the summer work is to "hew" the many irregularities from the school programs of pupils by affording opportunity to make up failures and time lost through illness, the arrangement of a program of studies for the regular year will not present such a problem to both teachers and pupils. Less range in subjects and more concentration will aid in the coordination of subject to subject as the field becomes narrowed.

Many school systems have permitted the questionable procedure of tutoring in order to regain lost ground or make advancement. Without discussing the dangers of such a plan, it can be said that it is very unjust to those who find they cannot afford tutoring. Certainly the equalization of educational opportunity should be afforded all boys and girls.

Physical Welfare of the School Child.

Of what value is any quantity or quality of mental development if the physical foundation is undermined? Now that the educational world is just coming to realize its duty in the conservation of the health of the school child, we are positive that we want progression and not retrogression in this respect.

School organization of all grades and types has undergone, and is still due to undergo, remarkable changes. So sudden and so great have been the changes that some schools have been characterterized as "play" rather than work institutions. We are proceeding, or at least should proceed on the assumption that schooling is just a means toward an end and not an end in itself; that a receptive mental capacity is based on a

physical structure capable of maintaining reserve stamina and power; that there should be a balance between physical and mental properties since one cannot exist permanently at the sacrifice of the other. The school life should be made a natural life and not a "drive" through an artificial labyrinth of meaningless form and detail. If this sane program of balance is present, school life will be even an improvement over ordinary unrestrained home life, even from the physical standpoint. Thus the child might remain in school longer hours each day and all year without detriment to his physical or mental qualities, but on the other hand, with a vast improvement of both of these conditions. Today, the time worn expression of a need for rest should no longer be applicable as an objection to the work of the summer term if schools are functioning in a present day approved manner. If such a rest is necessary in our public schools, not only should there be no summer term but further no school whatever, for education was never intended to be destructive but on the contrary, very constructive.

Physicians are agreed that from actual conditions in summer schools in operation, there is no harm whatever, but rather decided good from such work. In one school system in operation for four summers where 4,508 pupils have been in attendance for the *four* sessions, just one person quit school because of ill-health. Of those who did not take summer work, six were forced to quit for various ill-health reasons in *one* year. Summer work in this instance and elsewhere did not impair the health. On the contrary, those attending school during the summer have returned to school in the fall better in both mind and body than their class-mates who "rested" during the summer. The reason for this is self-evident in the fact that there was a well defined, balanced and controlled program maintained in school through most of the summer in contrast to the spasmodic program of a life of ease or at times excessive and exhaustive recreation of the vacation exponent. Further, the conditions of ventilation and other safe-guards of health were better provided in the school than in many homes. In fact, it was cooler in most schools where the fan system was in use, than in the average home. The larger the city the larger the health advantage of the school over the home. It is a conclusive fact that the child actually benefits physically from spending at least a portion of the summer in school.

Habit Formation.

"An ounce of prevention is worth a pound of cure". The formation of right habits saves many frantic, and too often, vain attempts to correct evil ones. Let the ease of habit formation follow a proper and well-guided channel rather than take a course that will lead to regret and worthlessness. This the school should be able to aid in doing if given the opportunity.

Children enjoy interesting and purposive work until they learn to be idle. Where can this destructive agency of idleness be found to any greater extent than in the unoccupied long vacation through the summer? The child must have something to do since "doing nothing" is a positive impossibility in the life of the normal, active child. If he is not furnished suggestive action and occupation of time, he will seek it of his own volition. This can always be readily found in various forms, generally of questionable nature, on streets, alleys and vacant lots. Further than the actual harm of this immediate environment, is the incalcuable harm from a life of general idleness. The occupied mind and body becomes the well-trained and progressive individual with good character and high ideals, while the unoccupied and unguided mind and body receive impressions making for varying degrees of undesirability and human parasitism on the world. The bare fact of habit of employment is worthy of serious consideration in the process of building character.

In many places the school system is performing the important work of aiding in the formation of health habits. While at no time should the school take away the functions of the home in this respect, it is very evident that habit formation along health lines is a very slow process in many localities and a large number of homes. The school, then, must often show the way but should not do the actual work. Hence, any interruption of this health program of guidance, especially in its early stages in the schools has its influence on the child directly and the home indirectly. The shorter the period of time out of school at this period of health habit formation, the less likely the interruption of such a program.

Regarded from the various influences on habit formation, it would seem that the lengthened school year is worth while even if there were no other reasons, for after all is said the thing worth while is character and right living.

Economy.

If there is any one thing that makes its appeal to citizens at all times, it is the term "economy" for everyone is interested in saving of time, effort and money in as many ways as is possible.

In the rush for goals today in most any field, economy of time is given a very high consideration, even greater than economy of finance in many cases, while in other instances the two economic conditions are nearly synonomous. The time element is of two kinds:

1. Actual time saved by attending summer sessions, thus reducing from one to three years the length of the elementary and secondary school period.
2. Time saved by continuity of subjects avoiding a loss of time in the fall. For example, the pupil finishes the "so-called" regular year and drops his books and habits of study for a period of from two to three months. At the end of the vacation he returns to school and generally poorer work is done for the first few weeks of the fall than was done the preceeding spring. Results have demonstrated that children who attend summer school are better prepared in September to take up work than they were the preceeding May. This avoids the loss of practically a month of time, since overlapping of work reduces the average school year to about eight months actual work.

Economy of money along most any line makes its appeal to the tax-payer and education is no exception in this respect.

When we consider that there are a certain number of persons to be educated and that by the lengthened school year plan an additional several weeks of time is available, thus making a greater expansion of the work, it can be readily seen that less in way of finances will be needed. Also, there is the elimination of most of the retarded pupils, as they have made up work in the summer, thus again avoiding extra special work for this class of pupils with attendant repetition in per pupil cost.

In Fond du Lac, where the annual per pupil cost of education is $65.01 based upon a nine and one half months year, it has been found after two summers of experience that the equivalent quantity and a better quality of work can be offered for exactly one fourth of the cost as compared with the regular year. Since there is no need of fuel, light, or power in the summer, and since the janitors are employed on a twelve months basis, the operation of the school system is reduced to a very low figure. It is false economy to keep a big investment, such as a school plant, idle for one fourth of each year when there is real need for it and an unusual opportunity to accomplish so much good in many respects. Every child completing work in a summer session is generally getting better work due to smaller classes and is getting this education at a much lowered cost to the local citizens.

Further many schools operate the summer work on a one session plan of forenoons only, limiting the amount of work each pupil may take. This consequently limits the amount of work taught and salaries of teachers for summer work often are but a major fraction of the regular year's compensation. Better work at less cost seems to be a common accomplishment of school systems lengthening the school year.

Methods of operating lengthened school year programs may be open to some criticism but the end or the principle is both rational and logical. It formulates itself into a demand that children and teachers alike shall organize the program so that it will not be necessary for the teaching profession or the children to relax during a period of two to three months from an unnatural type of schooling. Just how this can best be accomplished will depend largely upon the individual school or school system, the particular community and the attendant conditions involved. Again the end and not so much the method is of greatest importance, so long as a sane balance of the mental and physical faculties is maintained, though the question of proper administration will always be of considerable concern.

Education and nature must go hand in hand. Both are conservative and tend to establish norms. Too great a variation from these norms means "death", while a slight variation, if in the right direction, may mean greater life. Thus the best fitted individual seems to be the balanced individual. Summer sessions work favorably with the non-promoted children. Many make in a few weeks what would, for mere matter of form, necessitate another whole year, and further have acquired better health doing it. Mental retardation often indicates physical retardation or weakness. If any one is to be free to have a more outdoor life in the summer it should be the physically weak or the mentally retarded child. Since a lengthened school year is found advantageous to the non-promoted child, it certainly will be found even more advantageous to the health-

ful, vigorous child. School work should never become drudgery and with more play and motor activity the lengthened school year adds to the child's pleasure as well as accomplishing the desired mental results.

Mental growth, like physical growth, is a continuous process. Since growth does not stop in the summer, there is no good reason why education should stop.

The school is the child's work-shop and recreation center. Here he acquires the habits that give meaning and direction to his after life. When in business his work will not close for a long summer vacation and he should not form habits in youth which would make a prolonged vacation seem necessary. Not only is there often times a beautiful and expensive school plant remaining idle many months of the year, but the accumulating physical and mental energy of the children is being wasted for the want of direction; or what is more discouraging, the city children in particular, are forming habits of the gang and the loafer. The lengthened term would add to the moral tone, better the health conditions, save both time and money, and strengthen the mental product.

A SPRING SONG

Old Mother Earth woke up from her sleep,
  And found she was cold and bare;
The winter was over, the spring was near,
  And she had not a dress to wear.
"Alas!" she sighed, with great dismay,
  "Oh, where shall I get my clothes?
There's not a place to buy a suit,
  And a dressmaker, no one knows."

"I'll make you a dress," said the springing grass,
  Just looking above the ground,
"A dress of green of the loveliest sheen,
  To cover you all around."
"And we," said the dandelions gay,
  "Will dot it with yellow bright."
"I'll make it a fringe," said the foreget-me-not,
  "Of blue, very soft and light."

"We'll embroider the front," said the violets,
  "With a lovely purple hue,"
"And we," said the roses, "will make you a crown
  of red, jeweled over with dew."
"And we'll be your gems," said a voice from the
  shade,
  Where the ladies' ear-drops live—
"Orange is the color for any queen
  And the best we have to give."
Old Mother Earth was thankful and glad,
  As she put on her dress so gay;
And that is the reason, my little ones,
  She is looking so lovely today."

—Selected.

SOME LEGAL DECISIONS FROM THE DEPARTMENT OF PUBLIC INSTRUCTION

In cases where there is a difference of opinion as to the district in which a certain tract of land has been assessed sometimes in one district and sometimes in another, it is incumbent upon the town board (or boards) of supervisors to hold the meetings necessary for the purpose of amending the records. The method of procedure required for the change of school district boundaries should be followed. This means the giving of the notices by the town board fixing a time and place for the second meeting where interested parties may be heard.

* * *

Any school district officer paying out money to a teacher not legally qualified lays himself liable to be prosecuted by some taxpayer for recovery of moneys so paid.

* * *

In cases where roads are made impassable because of drifted snow or a child is detained from school on account of extraordinarily severe weather, the parent of such child is not liable under the provisions of the compulsory attendance law which requires "regular attendance for twenty days each school month, legal and religious holidays excepted."

* * *

If the school district board permits the use of the schoolhouse or a room in a school building for election purposes, the teacher of such room is not required to make up the time so lost. She is entitled to her pay the same as she would have been had school been in session. If, however, the term of school is but eight months, 160 days including legal holidays, it is essential that the board shall arrange with the teacher for an additional day of school to meet the requirements of the law. Election day cannot be counted as a legal holiday for schools, or as a day taught.

* * *

February 22nd is not a legal holiday for schools.

A Fighting Name

"What are you going to call the new baby?"

"Reginald Claude," replied Mr. Biggins.

"Isn't Reginald Claude a rather affected name?"

"Yes, I want him to grow up to be a fighter, and I fancy that Reginald Claude will start something every time he goes to a new school."

Some Essential Features of the State Retirement System

R. E. Loveland, Secretary

The Teachers' Insurance and Retirement Fund was established June 12, 1911. In 1919 the legislature appointed a legislative committee to investigate the fund and prepare a bill placing it on a more substantial basis. The 1921 legislature passed a bill creating the STATE RETIREMENT SYSTEM, including all the schools in the state operating under the state or any subdivision thereof and maintained by public funds, and provided for a surtax to finance the system. This became law July 7, 1921 taking the place of the Teachers' Insurance and Retirement Fund.

Under the present retirement law every person who has arrived at the twenty-fifth birthday anniversary on or before the preceding July 1st, who comes within the definition of "teacher" in either the University, the normal schools or the public schools must submit to a deduction of five per cent from his salary on every pay day. (Teachers in the university included in the Carnegie fund and those below the grade of instructor in the university and teachers in the public schools in the City of Milwaukee are not included.) The moneys thus deducted are placed in the state treasury in a special fund, and on the thirtieth day of June the individual teacher's accumulation begins to be credited with interest at the rate that is being currently earned by the fund as a whole. On the same date, the state makes as actual cash deposit to the credit of the individual teacher consisting of:

(1) 50% of not to exceed $150 of the required deposit made by the teacher;

(2) plus 5% of not to exceed $150 of the required deposit made by the teacher, multiplied by the number of years of teaching experience prior to the year for which state deposit is being made;

(3) Minus 1% of not to exceed $150 of the required deposit made by the teacher, multiplied by the number of $100's received as compensation in excess of $1200.

Note: The result of (1) (2) and (3) above cannot exceed $300, or 200% of the $150 required deposit above referred to.

(4) If the teacher taught during the year not less than 120 days, add $25.00 to the state deposit.

The state deposit is easily found by first finding the percentage according to the following formula:

$50+(5\times E)-H=$ the percentage, in which E=No. yrs. of experience and H=No. of full hundreds of salary above $1200.

A teacher receiving $1200, with ten years of experience, will deposit $60.00. The state deposit will be 100% of $60.00+$25.00.

Salary $1500, experience 15 years.
State deposit=122% of $75+$25.
Salary $3500, experience 20 years.
Teachers's deposit=$175.
State deposit=127% of $150+$25.

If the teacher teaches less than 120 days, the $25 is not added.

The state deposit, like the teacher's own deposit, begins to draw interest from the first of July, and the process just outlined is repeated each year that the teacher is employed in the public schools, normal schools or the university.

The amount on deposit to the credit of the teacher remains in the state treasury until he retires from teaching or dies. In the latter event, regardless of his age at the time of death, his estate or the beneficiary designated by him receives the full amount of his deposits and the state deposits, with the interest accumulations on both. In case the teacher retires from teaching, he is entitled after six months regardless of his age at the time of retirement, to withdraw the full amount of his own deposits with all interest accumulations thereon, either in a lump sum or in installments or in the form of an annuity as he may prefer. If, at the time of his retirement, he is fifty years of age or over, or is physically or mentally disabled to such an extent as to be incapable of rendering further satisfactory service as a teacher, he is also entitled to withdraw, in the form of an annuity only, the accumulation of the state deposits standing to his credit in the fund. If he retires before he is fifty, he will become entitled to the state deposits, in the same annuity form, as soon as he reaches fifty or becomes disabled to the extent above indicated. The annuity is payable either during the life of the teacher, or during his life and that of a designated beneficiary, or is divided into a definite number of installments payable to him during life and to his estate or designated beneficiary if he dies before the payments are completed. Retirement from service, in

order to entitle the teacher to make withdrawals from the fund, does not mean ceasing to teach in Wisconsin, but means actual retirement from the profession wherever the individual may be at the time.

The above analysis covers the law through Section 42.50 and is complete so far as teachers are concerned who had not taught in any of the schools now included under the law prior to the passage of the law, July 7, 1921.

The provision for total disability, Section 42.49 (4) will become operative in 1926.

Purchasing An Annuity.

Perhaps this is the best place to explain what is meant by purchasing an annuity in accordance with the provisions of the new law.

The following is a schedule of annuity payments under the new law to be used temporarily. When rates are adopted by the annuity Board, payments made under this schedule will be adjusted to agree with payments based on the rates adopted.

Option No. I. Monthly Annuity purchased by $1,000, payable during the life of the annuitant.

Option No. II. Monthly Annuity purchased by $1,000, payable during the life of the annuitant—with the added feature that should the annuitant not live to receive 180 monthly payments, the monthly payments will be continued to a beneficiary or the heirs until 180 payments in all have been made.

	Option No. I		Option No. II	
Age	Male	Female	Male	Female
50	$5.26	$4.75	$5.21	$4.85
51	5.38	4.84	5.30	4.92
52	5.50	4.95	5.38	5.01
53	5.62	5.05	5.47	5.09
54	5.76	5.17	5.56	5.18
55	5.90	5.29	5.65	5.27
56	6.06	5.42	5.74	5.36
57	6.22	5.55	5.83	5.46
58	6.39	5.70	5.93	5.55
59	6.58	5.85	6.02	5.65
60	6.77	6.01	6.11	5.75
61	6.98	6.19	6.20	5.85
62	7.21	6.37	6.29	5.94
63	7.44	6.57	6.38	6.04
64	7.70	6.78	6.46	6.14
65	7.97	7.00	6.54	6.23
66	8.26	7.24	6.62	6.33
67	8.57	7.50	6.69	6.41
68	8.90	7.77	6.75	6.50
69	9.26	8.06	6.81	6.58
70	9.63	8.37	6.87	6.66
71	10.04	8.70	6.91	6.73
72	10.48	9.05	6.96	6.79
73	10.94	9.43	6.99	6.85
74	10.04	8.70	7.02	6.90
75	11.98	10.28	7.05	6.95
76	12.55	10.74	7.07	6.98
77	13.17	11.24	7.09	7.02
78	13.83	11.78	7.10	7.04
79	14.53	12.35	7.11	7.07
80	15.29	12.97	7.12	7.08
81	16.10	13.63	7.12	7.10
82	16.97	14.34	7.13	7.11
83	17.90	15.09	7.13	7.12
84	18.89	15.91	7.13	7.12
85	19.96	16.78	7.13	7.12

Help for the Older Teachers.

A study of the table shows that although the new law as described above is exceedingly generous and absolutely fair so far as beginners are concerned it does not do justice to those who had, prior to the passage of the new law, spent a considerable portion of their lives in the schools of the state. Section 42.51 was added for the purpose of making good to these older teachers at least a part of what they would lose by not having had the benefit of such a law during their teaching experience.

This section is divided into four parts, as follows:

First: it provides that a computation shall be made of the amount which would have resulted from state deposits if the present law had been in force during the years these teachers were teaching. In making this computation four per cent interest is to be used. This amount is to be carried on the books in the name of the teacher and receive its share of interest earnings each year so long as the teacher continues in the service but shall never become available for the purchase of an annuity by the teacher except upon the fulfillment of two conditions by the teacher: 1st, the teacher upon retirement must have given at least twenty-five years of service to the schools now included in the system; 2nd, the teacher must have become entitled to the use of state deposits—must be at least fifty years of age except in the case of disability, or must wait until he becomes fifty years of age.

The question which is before the supreme court at the present time is whether this amount which we call accumulation for prior service shall be included in the death benefit to be paid to the beneficiary or the heirs in the case of a teacher who has fulfilled both of these conditions but who continues to teach and dies before retiring and starting to draw the annuity.

Second: this section provides that all teachers who had deductions made from their salaries under the old law shall start under the new law with a credit equal to the amount of such deductions increased by the rate of interest the fund has been earnings.

Junior teachers who had deductions made under the old law and who withdraw from teaching before becoming senior teachers and beginning again to have deductions made, will, of course, be entitled to withdraw these amounts with interest the same as senior teachers who withdraw from teaching.

Third: Those who retired under the old law are to receive their annuities during life.

Fourth: Those who were under the old law and who find upon retirement that they have fulfilled all the conditions of the old law may, if they prefer, take the annuity provided under the old law, subject to the conditions of the old law (except the one which allowed the annuity to be reduced) and if there is not a sufficient amount to the credit of the teacher on the books to pay for this annuity in accordance with the rates of the new law, the balance necessary to pay this annuity shall be taken from the contingent fund of the Retirement system.

The Individual Teacher Should Watch His Own Interests.

Teachers should take a lively interest in seeing that school boards send in the exact amount held out of their salaries each month, together with the payroll report that there may be no mistake in crediting to each teacher the correct amount.

In making the statement that after the teacher has had the required five per cent of salary held out and deposited during the year the state makes a certain cash deposit for the teacher it was taken for granted that the teacher shall not have made it impossible for such state deposit to be made by neglecting to furnish the information without which the state deposit cannot be determined. The state deposit is based on years of experience. Every teacher should, upon beginning to have required deductions made from salary, carefully fill out and send to the retirement board the affidavit blank, which is sent to each such teacher, showing all teaching done prior to the time when required deductions first began to be made under the present law. Until this is done the state deposit cannot be determined.

Any teacher who has been having the required deposits made and has not yet filled out and sent in this affidavit blank has himself to blame for not receiving the state deposit unless by some chance the blank with the request for this information has failed to reach the teacher.

The law provides that the retirement board shall furnish to any member upon written request, not oftener than once in any year, a statement of the account of the member.

Where the Funds are Invested.

Teachers will be interested in knowing what is being done with the money.

At the date of writing this, February 24, 1923, the Annuity Board has made 88 loans on Wisconsin farms amounting to $549,850, as follows:

Barron County	12
Bayfield County	8
Buffalo County	1
Chippewa County	4
Clark County	2
Crawford County	3
Dane County	1
Douglas County	6
Dunn County	11
Eau Claire County	8
Grant County	6
Green Lake County	1
Iowa County	3
Juneau County	3
Marathon County	6
Polk County	1
Portage County	1
Price County	1
Richland County	3
Rock County	1
Rusk County	2
Trempealeau County	3
Washburn County	1

In addition to these, applications for loans on Wisconsin farms have been approved by the Annuity Board amounting to more than $200,000.00 and the loans are being made as fast as abstracts are received and approved.

There are $400,000.00 in bonds issued by three Wisconsin Farm Mortgage Associations, at Eau Claire, Marinette and Milwaukee.

There are $574,105.00 invested in Wis-

consin Securities other than farm mortgages.

There are $455,000.00 in United States liberty bonds.

There are $785,000.00 in Canadian bonds.

The United States bonds and the Canadian bonds are to be converted into cash as the money is needed for Wisconsin farm loans.

EASTER

Snowdrops, waking from your sleep,
Violets, that from blue hoods peep,
Bloodroot, blooming by the rill,
Stately lily, daffodil,—
What sweet message do you bring?
Is it only: "This is Spring?"

Snow-drops, violets, lilies white,
In the answer all unite:
"Thru the mold we heard a voice
Calling to the earth: 'Rejoice!'
So we left the ground to rise,
Off'ring incense to the skies."

Little birds the chorus swell,
Humming bees the tidings tell,
Butterflies lift shining wings,
Ev'ry child with gladness sings;
With the flow'rs rejoicing, say:
"Christ is ris'n on Easter day!"

(From "Songs in Season," A. Flanagan Co., Publishers.)

NATURE'S GREETING

The birdies came up from the Southland
And found that the winter was gone,
And they said, "We must see about singing
For Easter is coming on."

The flowers awoke in the forest
And they found that the skies were clear,
And they said, "We must see about blooming
For Easter will soon be here."

The leaves all came out on the elm tree
And danced with the breezes in glee,
And they said, "We must see about growing,
Easter is coming you see."

The birdies called down to the flowers,
"O say, will our singing now do?"
And the flowers all smiled back in answer,
And nodded it was so true.

And the leaves cried out to the birdies,
"O say, do not think we grow?"
And they all, looking down from the branches,
Cried, "Indeed you do, we know."

Then the flowers looked up from the mosses—
"O how is our blooming we pray!"
And the birds and the leaves, they all answered,
"'Tis lovely, lovely," cried they!

And so on the bright Easter morning
When the world was waking to rise,
In the song, "He is risen, is risen,"
Their chorus rang to the skies.

EASTER TIME

Willow branches whit'ning
'Neath the April skies;
Sodden meadows bright'ning,
Where the warm sun lies.

Robin Redbreast swinging,
In a tree top high,
Swollen brooklets singing—
Easter draweth nigh!

Tender fledgelings hushing
Eager to take wing;
Trees and hedges flushing
With the joy of spring.

Crocus buds up-springing
Through the cold, dark sward,
Living incense bringing
To the risen Lord.

—Mary M. Redmond.

THE EASTER STORY

Oh! the lilies are white in the Easter light,
The lilies with hearts of gold;
And they silently tell with each milk-white bell,
The story an Angel told.

And they've whispered it long to the weak and the strong,
The rich and poor among men;
Each Easter day till time dies away
They will tell the tale again.

In the tomb new-made where the Christ was laid,
The Angel told the story,
Of how He rose from death's repose,
The Son of Eternal Glory.

—Margaret Jordan.

RING HAPPY BELLS

Ring, happy bells of Easter-time!
The world is glad to hear your chime.
Across wide fields of melting snow,
The winds of summer softly blow
And birds and streams repeat the chime
Of Easter-time.

Ring, happy bells of Easter-time!
The world takes up your chant sublime;
"The Lord is risen!" The night of fear
Has passed away, and heaven draws near;
We breathe the air of that blest clime
At Easter-time.

Ring, happy bells of Easter-time!
Our happy hearts give back your chime!
The Lord is risen! We die no more!
He opens wide the heavenly door;
He meets us while to Him we climb,
At Easter-time.

—Lucy Larcom.

Teacher—"An abstract noun is something you can see but can't touch. Now, Willie, give me an example."

Willie—"A red-hot poker."

The New Wisconsin State Teachers' Association

E. G. Doudna, Secretary

There are in the public school, of Wisconsin approximately 17,500 teachers. In the Normals, Colleges, University, and other institutions there are about 1500 professors and instructors. The parochial and private schools employ more than two thousand. The total professional workers in education who are eligible to membership in the State Association is 21,000. Tax supported institutions employ about 18,500 professional workers who should be members of the Wisconsin Teachers' Association.

The membership in the Association for 1922-23 is 10,781, an increase from 8219 in 1921 and 7789 in 1920. The present membership is less than 50% of the possible number eligible.

This year the Association was reorganized on the delegate plan. All but 1065 of the members were enrolled in locals, the individual memberships coming from every portion of the state. A study of the organization shows that in the cities there were 76 locals with a membership of 6,881. The cities of the state were very well organized but of 72 county superintendents' districts there were only 33 locals.

The Association was last year, after a long struggle, reorganized upon the delegate plan. This forward step has been taken by fifteen of our sister states, the first reorganization having taken place in 1907. Three years ago the National Education Association adopted the delegate plan and has held two successful meetings since reorganization. The growth of the National Association has been astounding, both in membership and influence. There is every reason to believe that our state association may also have a large growth, and that it may exercise more influence than it has in the past. The remarkable growth of school systems, the development of a strong professional spirit, the sense of unity that has come to those working in the educational fields of Wisconsin are all factors that indicate the need of a strong and aggressive association.

The states that have reorganized their associations have generally elected a full time secretary. In all there are now listed twenty-four states having a secretary who devotes all of his time to the manifold duties of the office. These duties seem at first to be overwhelming, so varied are they. Most of the duties of the secretary are executive in their nature, and require a business-like handling. The problems in Wisconsin are not greatly different from those of other states. How to enlist the entire membership of the profession in the central organization, and then so to administer the interests of the Association that 18,500 teachers may individually and collectively give their best to the great profession of teaching and catch the spirit of service which makes it live, is a business of no small proportions. It calls for more than executive ability, it demands vision, professional spirit, and infinite labor. Men like Chamberlain of California and Moore of Illinois have been able to do this in a remarkable degree. They have each served a number of years, have been supported by strong executive boards, have offices adequately financed, and have had the interest and constant support of the members of their associations.

The membership dues of the Wisconsin Association are now $2.00, which seems to be the standard fee. California has this year increased its membership fee to $3.00. Illinois has the largest enrollment, this year registering 26,721 teachers. When the enrollment in this state reaches the proportions which we may reasonably expect, the income of the association will be about $25,000 a year. Without this membership it will be impossible to carry out the policies which a strong association must undertake.

Three Main Objects to be Attained

There are three main activities which the Wisconsin association is pledged to carry on —the enactment into law of those principles which the profession recognizes as fundamental; informing the people as to the needs of the association through a publicity campaign; and the publication of a state Journal which will be a source of information about schools and educational affairs. The success of the association will be measured by its influence upon these three agencies—legislation, publicity, and professional unity. The organized teachers of the state may educate the people as well as the children in the schools.

At the present session of the legislature the association will direct its efforts toward securing eight important laws as outlined by the Representative Assembly in the November meeting. These are as follows: A county board of education with power to

choose a county superintendent and to carry out work now undertaken by various other boards; a strengthening of teachers' certification laws requiring trained teachers in every school; an adequate state school fund; a more effective means of enforcing the compulsory education law; the financial independence of city school systems; a tenure law which after a reasonable probationary period assures a teacher permanence of position; greater encouragment for the establishment in country districts of community graded and high schools; and the placing of music and physical education in the list of required subjects. This is a large program and nothing less than a legislative miracle would secure all that the association asks. There will be many bills introduced which will seek to curtail present educational opportunities or which will look backward toward an educational utopia that never existed. Many other bills dealing with matters of minor importance are also sure to be offered. Our efforts should be directed toward those which are fundamental.

To bring to bear the full influence of the teachers of the state upon this program will require more time than is available now. But with every teacher of the state well informed and actively interested in legislative measures we shall finally be able to place Wisconsin in the very front rank of the states.

Teachers and Taxation

The most casual study of our educational problems shows clearly that they are closely tied up with those of taxation. The steady increase in taxes as a result of a larger social consciousness and conscience has made the taxpayer a rebel against anything looking toward higher taxes. It is true that the amounts spent for schools are relatively small, but we haven't yet analyzed our costs enough to show this to the citizen. He thinks schools cost too much. Certainly, too, real estate bears about all the burden of taxation that it can carry. Probably a progressive real estate tax would be more just than the present flat rate system. Luxuries can bear more of the cost of education than they do. Our association should undertake, in conjunction with the tax commission, an intensive study of the program of public school finance. The Minnesota and Illinois Associations have just completed such careful studies and they will have great influence in determining the future tax legislation of these states.

This state has no adequate state school fund. There was enough land given Wisconsin by the federal government to establish a school fund which would make local taxation for schools merely nominal. That has practically disappeared. The State Board of Education has been urging the application of the present inheritance taxes, which are obviously capital levies, to the state school fund. In the interest of economic justice this should be done and the Wisconsin Association should get all the data required and begin an intensive campaign of education for the reestablishment of an adequate school fund. With this many obstacles to progress will be overcome. If our association can through cooperation with all of the organs of public opinion, with the various organizations, lay and professional, which study school policies, with the boards, bureaus, and departments of the state which are concerned with education, and with the legislature secure the passage of laws that will enable us to correct some wasteful and wrong conditions which now exist, and which will establish a correct foundation for our educational system we shall then be better enabled to realize the aims of education in a democratic society. Our policy may be summarized briefly in this statement:—*Equality of educational opportunity through adequate and just taxation of all the wealth of the state.*

We realize, of course, that laws will not usher in the educational millenium. They merely serve to supply the machinery through which the teachers' work can function. When we finally reach the heart of the problem we shall find that it is in the classroom where the teacher meets the pupil. Here the educational process takes place and it is toward this situation that we must always keep our thoughts directed.

Professional Helps

Our educational associations have always been leaders in stimulating an interest in the improvement of the technic of teaching and the organization of courses better designed to realize the arms of education. They have studied subject matter, not as an end in itself but to adapt it to the needs and capacities of the children. The program of every association, the conferences in hotel lobbies, the discussion on the trains almost always gets back to these things, although from newspaper accounts it would often appear that the meetings are held to furnish fighting ground for belligerent groups of selfish school people. Our educational magazines and the countless books on education that come pour-

ing from the presses all evidence the concern of the educational world with the work of the class room. There has been such a stupendous amount of material produced that it is safe to say that our practice is years behind our knowledge of what might be done.

Nothing perhaps shows the constant and consistent development of our profession more than the growth of summer school attendance. In many of our Universities the summer session has become the most largely attended period of the school year. Summer Schools, extension courses, educational books and magazines and the growth of teachers' associations are testimony of a professional growth which is nothing less than amazing. Wisconsin is doing well, but we must not be satisfied until our state stands as the peer of any in professional growth and service. Higher standards for entrance into the teaching profession, better salaries for the teachers of demonstrated efficiency, a larger participation of teachers in determining educational policies, programs of study, and teaching procedure will inevitably accompany this educational development. Instead of antagonism we shall then have an enlightened cooperation and a higher conception of the opportunities our profession offers for disinterested service.

At the November meeting of the State Association, Dr. W. B. Owen, president of the National Education Association said this:—"I believe that the professional leadership in American Education belongs to the organized school teachers of America. It doesn't belong to private institutions, however well endowed; nor to great foundations. It doesn't belong to the great state universities. It belongs to the people who serve the public schools, who accumulate the experience which is necessary for the guidance of these schools. When we know how to put that experience through the necessary screen of criticism, a thing favorable for public guidance, and then get that thing to the public, we shall have the leadership that belongs to us. The way to get that leadership is through collective action. It seems to me that this expresses exactly what we hope to realize through our local, county, sectional, state and national associations. Believing this and giving ourselves loyally to the cause of education by acting in close cooperation with all of our craft we can together accomplish great things for the Badger state. We can sing an educational "On Wisconsin" and make our state motto our professional emblem. *"Forward"*.

ASHLAND HIGH SCHOOL TO HAVE A HALL OF FAME.

A hall of fame and trophy room are a new institution at the Ashland high school. The former will contain the pictures and autographs of those two or three graduates of the school who have been of greatest service to the nation and humanity. The selection of these representative students will lie with the entire citizenship and not with the student body alone. Prin. Bassford believes that the pictures of the two or three men who have done the most for humanity "would not only be a matter of pride to the entire student body but would prove a constant inspiration to incoming students, who, seeing what has been done by others, would undoubtedly make their own aims a little higher".

The trophy room will present all in Ashland high school history that has brought honor to the school and the city. The trophy case, a gift of the 1920 graduating class, will contain cups, emblems and all other articles which have become a part of the traditions of the school. A good collection has already been given a permanent place in this case.

Other recent school activities are: A student newspaper published for the first time this year; a dual debate between the Ashland high school and the Superior Central high school arranged under the auspices of the Wisconsin debating league; debates before the Lions and Rotary clubs on The Great St. Lawrence Water-Way by the public speaking class; initial meeting of the Ashland Teachers' association January 16, with an attendance near the 100% mark.

In Physics: Prof: "How do we transmit electricity?"

Student: "Why-er— —"

Prof: Wire is correct. Now how do we measure electricity?

Student: What?

Prof: Watt is right. You have earned a hundred, young man. —Ex.

Harold, aged six, was taken to see his first football game, and was much impressed. The thing that interested him most, however, did not become evident until he said his prayers that night. As he knelt at his mother's knee, to the terror, of his parents, Harold prayed with true football vim: "God bless father, God bless mother, God bless Harold, Boom! Rah! Rah!"

WAUSAU ADOPTS RESOLUTION ON PROPOSED EDUCATIONAL LEGISLATION.

At the regular meeting held in February the Wausau board of education adopted the following resolution:

"Since we believe that it is the paramount duty of the state to give to every child the opportunity to obtain a good education, since the forcing of children into the manufacturing industries deprives them of the educational privilege which is free America is their just due, since the use of children in industry not only injures the children but also lowers the wage scale of adults, in a measure destroying thereby the power of the parents to adequately provide for their children, and since intelligence and morality are indispensable adjuncts of good citizenship and the preservation of the state;

Therefore; Be it resolved that we disapprove any change in the child labor laws which will permit the exploitation of children in industry and that with the labor unions and with all other societies and organizations that believe in giving a fair educational chance to every child in the state, we unite in urging our representatives in the legislature to oppose all measures which are designed to lower the age limit of children in industry or to weaken the compulsory school attendance law, and that we invite all persons and organizations that believe in the right of the children to a fair educational opportunity to write immediately to their respective legislative representatives in their behalf."

This resolution was signed by the board of education and the board of vocational education.

Wausau has made many improvements in equipment during the winter months and plans others for the next year. A Dow enclosed spiral fire escape was ordered for the high school building. Another moving picture machine was added to the equipment of the vocational school and also to the high school. A ten acre site for a junior high school was recently purchased. A two session program was decided upon for the high school next year to give temporary relief from the over-crowded conditions in that school.

She Had References

"Nurse, did you kill all the germs in the baby's milk?"

"Yes, Ma'am, I run it through the meat chopper twice."—The Torch, West Philadelphia H. S. For Girls, Pa.

PROPOSED SCHOOL MEASURES THAT ARE BEFORE THE LEGISLATURE.

A number of bills dealing with school affairs have been introduced at the present session of the legislature. Among them are:

A bill drawn by Senator Teasdale providing for a poor school commission. This commission would investigate conditions in rural districts and then authorize an appropriation based upon the needs of the district.

A bill providing for free text books was introduced by Assemblyman E. H. Johnson. By the provisions of this bill the first three grades would be provided with books beginning September next, and by a system of gradual introduction all grades would be receiving free text books by 1927. Another measure along this same line was introduced by Assemblyman Johnson. This amends the present statutes so that school boards may purchase text books without the approval of the state or county superintendent.

Senator Titus introduced his teacher tenure bill and Assemblyman Caldwell his bill providing for the repeal of the teacher retirement law.

Senator Lange has a measure prohibiting secret societies in high or elementary schools. The penalty which this measure carries is expulsion from school.

Assemblyman Duncan would remove the compulsory clause from the University military training requirements and make such training optional.

Senator Teasdale introduced the bill in the legislature which would nullify the action of the board of normal school regents in abolishing the two year college course at Milwaukee normal school.

John Dahl, speaker of the assembly, would abolish the board of regents, the state board of education and the state board of examiners, creating in their place one new state board of education consisting of eleven members, one of whom would be the state superintendent of schools and the others appointed by the governor. The professional head of this body would be an executive secretary.

Teacher—Johnny, what is water?

Johnny—A colorless liquid which becomes black when you wash your hands and face in it.

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Wisconsin Educational News

Supt. F. M. Longanecker of Racine has been reelected.

Supt. H. C. Snyder was re-elected head of the Stevens Point schools, a position which he has held for several years.

John Meikle, science teacher in the Marinette junior high school, died after a very short illness with pneumonia.

The Weyauwega high school was totally destroyed by fire on February 14. An insurance of $50,000 was carried on the building and contents.

Seven new teachers were added to the staffs of Madison high schools to take care of the increased enrollments at the beginning of the second semester.

Coach Fred J. Carson of the Superior high school resigned his position to accept an offer on the athletic staff of the Oak Park high school, Chicago suburb.

In a state wide spelling contest participated in by forty-three grade schools, pupils of the seventh grade of Menasha won first place. Standardized tests were used.

President H. A. Schofield of the Eau Claire state normal school is asking for ten additional teachers to take care of the rapidly increasing enrollment of that school.

Supt. Wm. T. Darling, was re-elected city superintendent of schools and F. M. Bray was re-elected high school principal at a regular meeting of the Eau Claire school board.

Madison will employ an expert to make a survey of school buildings and sites. The committee appointed for the purpose of selecting an expert decided that a man from outside the state was desirable in order to make the survey effective and impartial.

Waukesha high school girls announced that they will wear cotton gowns for graduation and other festivities incident to graduation. No dress is to cost more than twelve dollars.

Fred C. Christiansen, head of the Manitowoc county training school, was named president of the state association of training school principals at its meeting held at Madison.

Goodman is a pioneer among the smaller towns and villages in the education of retarded pupils. An ungraded room is being conducted in connection with the public schools there.

Former state superintendent C. P. Cary is teaching a rural school at Silver Springs, near Madison, filling out the term of Miss Ruth Cleveland who was forced to resign because of illness.

Prin. A. B. O'Neil of the Oshkosh high school received a five hundred dollar increase in salary effective January 1, 1923. This places him among the high salaried high school principals of the state.

Indications are that there will be a large turnover in the county superintendencies of the state. Many candidates have announced their intention of entering the field for election in the various counties.

G. E. Culver, head of the chemistry department of the Stevens Point normal school since the school was founded in 1894, has been granted an extended leave of absence which he will spend in the South.

A bill has been introduced into the legislature by Assemblyman J. D. Grandine, Argonne, asking an appropriation to build and equip a normal school at Rhinelander. The city will donate the school site.

Miss Evelyn Calmerton, teacher in the Milwaukee city schools for the past forty-three years, will retire at the end of the present school year. Miss Calmerton began teaching in Milwaukee in 1880.

Professor M. A. Bussewitz, Milwaukee state normal school, has instituted suit against Miss Lutie Stearns, normal school regent, claiming misrepresentation of facts, in a speech delivered by her in November.

The village of Schofield will have a gymnasium in its new school. John F. Ross, of the Brooks and Ross Lumber company has offered to pay the amount necessary for its completion. The cost will be about $3,000.

George Wittich and Edwin G. Luening, Milwaukee, both retired, the former as head of the physical education department and the latter as school principal, have filed nomination papers for school board director in that city.

Governor Blaine has appointed Peter J. Smith, Eau Claire, Miss Zona Gale, Portage, and State Senator C. B. Casperson, Frederic, to the board of normal school regents to succeed three members whose terms had expired.

E. C. Gotham, Ladysmith, has been appointed county superintendent of Rusk county to complete the unexpired term of R. H. Burns, resigned. Mr. Gotham will be a candidate for the position at the spring election.

The twenty-eighth annual convention of the North Central association of colleges and secondary schools is scheduled to be held at Hotel Sherman, Chicago, March 15, 16, and 17. Programs are available for any who are interested.

Sixty-seven June graduates of the Appleton high school have signified their intention of entering Lawrence College. Of the 166 students in the class there are only 38 who have decided not to continue at some higher institution.

Madison schools are conducting lessons in art appreciation similar to the music appreciation contests which have been so successful among the schools which have tried them out. Three pictures by famous artists are studied each week.

A referendum vote at Kenosha has brought forth the fact that the majority of the people there do not favor a reduction in the number of school board members from eighteen to seven. This step was suggested by the board early in the winter.

A gift of a bust of Lincoln to surmount a granite block erected as a memorial to Whitewater normal students who died in the World War, has been presented by recent graduating classes and placed on the campus of the normal school.

A representative committee of Sheboygan teachers has presented a plan to the board of education whereby each teacher's rating would be kept on a grade card in much the same manner as the majority of schools keep pupil records. These ratings would be used as a basis for determining whether a teacher should be re-elected or dismissed at the annual election of teachers.

"To be or not to be" is the momentous question now being threshed out in Racine. Whether the city is to have a new high school or not is the big issue which seems to meet with unusual opposition in the face of most plausible arguments in its favor.

Ralph W. Pringle, formerly principal of the Appleton high school, now at LaGrange, Illinois, is the author of a new text book, "Pringle's Adolescence and High School Problems", based upon more than twenty years of experience and observation.

In an essay contest conducted by The Charles Scribner company on the children's book "The Book of Knowledge", in which ten thousand contestants competed, Miss Yvonne Smith, Manitowoc high school teacher, won first prize of a check for $75.

The all-year school plan which is being extensively advocated throughout the country, is not meeting with great favor in Madison. School authorities do not seem to think that the advantages to be gained would be great enough to offset its disadvantages.

Lancaster is planning a $175,000 high and vocational training school. Pardeeville also voted to erect a new high school building. It required only thirty minutes to put the proposition across with the result that $43,000 will be available for school purposes.

Sixteen Almond high school girls have completed a course in home nursing and received diplomas awarded by the Red Cross. The Portage county chapter plans to give this course in every high school in the county, the work to be started in Stevens Point this spring.

Students in the home economics department of the Watertown high school will do some practical work in dressmaking. They have volunteered to assist mothers who are employed and who have no time to make clothes for their children, if the material will be furnished by them.

We have been much interested in the growth of a flask of liquor which was discovered in the hands of a high school student. At last report it had become a jug of wine. It is our opinion that high school students receive a great deal of free advertising especially of an adverse nature which could easily be dispensed with. Admitted that they do many things which they ought not to, the continual publication of stories which grow with each repetition works untold harm to hundreds of innocent and conscientious students.

Marshfield high school now has a Smith-Hughes agriculture department. Schools which meet the federal requirements, receive special aid but the amount of money available for each state makes the number of Smith-Hughes schools limited. There are twenty-eight such schools in Wisconsin.

The state board of normal school regents has authorized a four year teacher training course for Milwaukee normal school following a protest from students that they were required to carry too heavy courses in order to complete the prescribed work in two years. This course will be offered in September.

The Wisconsin supreme court ruled that Daniel Sullivan, Tomah high school boy who lost three fingers in an unprotected saw in the school, could not recover damages. As the law now stands school districts cannot be held liable for injuries received by pupils who are pursuing their prescribed work in the manual arts courses.

At a meeting of the board of education of Marshfield, Supt. Chester Newlum was re-elected for a period of two years. Supt. Newlum is now in his fifth year as head of the Marshfield city schools. His re-election for a two year term is concrete evidence of the satisfaction which is felt in his administration of school affairs.

DePere, unlike most cities, does not want a vocational school. The city council went on record as opposing the erection of such a school. It was also decided to pay the expenses of the mayor to any conference called for the amendment of the present vocational school law. We are unable to learn the reason for such opposition.

At a recent parent-teachers association meeting held in one of the grade buildings of Oconto, 255 were present. Fathers entertained mothers and daughters at this meeting which was the largest school function ever held in Oconto. The school, which represents a laboring district, has set a precedent which even the high school has not equalled.

Schools of the state have been working under difficulties during the months of January and February because of a wide spread epidemic of colds and la grippe. West Allis, Sturgeon Bay, Menomonie, Antigo high and training schools, Hartford, and many rural schools have found it necessary to close for short periods because of the large number of absences among members of the teaching staffs and students. In almost all cases the illness has been of a comparatively mild form.

A letter from W. O. Hall, formerly in the Milwaukee normal school and also at one time superintendent of schools at Rosewell, New Mexico, states that he is now out of the teaching game. Mr. Hall is cashier of the Bank of Prineville, Oregon, which position he has held for the past year. He writes that he is well pleased with his new work.

At the annual meeting of the Southern Wisconsin teachers' association held at Madison, February 2-3, Thomas Lloyd Jones, Chairman of the Committee on high school relations, University of Wisconsin, was elected president for the year 1923-24. An effort was made to have the meeting at Janesville next year but a majority vote was for Madison.

Sylvanus Ames, veteran county superintendent of schools of Dane county, has announced that he will retire from office in June. He is not a candidate for re-election. Mr. Ames is one of the oldest county superintendents in the state in point of service, and during his administration the schools of Dane county have maintained a high standard.

Members of the Wisconsin Interscholastic athletic association believe that the new rules issued by the board of control are the first step in a plan to place the management of high school tournaments in the hands of the high schools instead of the normal schools as they are at present. Increase in the expense burden is expected to make the sponsoring of tournaments by normal schools prohibitive.

Two of the largest building projects which have been under way during the first semester of school have been completed and work taken up in the new buildings. Janesville has opened a $915,000 high school and Chippewa Falls a splendid new junior high school. Reports from all over the state indicate that the coming summer will add many more fine school buildings to the excellent equipment which Wisconsin already has.

In an effort to raise the attendance of Clark county, Supt. O. J. Thompson started a campaign three years ago which has shown some remarkable results. In his office he has a picture thermometer which shows the standing of the schools. The average attendance has been raised from 67.5% to 87.6% since the campaign was inaugurated. The raising of the standard of attendance means that the county is realizing a decided increase in dividends on its tax outlay for school purposes.

Park Falls high school issues its school paper quarterly. Other small towns would do well to follow its example, for by publishing fewer numbers, greater effort can be put forth on each with the result that better material appears in its columns and a newspaper worthy of the school is placed in the hands of students and upon the exchange list. "Quality and not quantity" seems to be the motto of Park Falls high school.

Prin. C. A. Jahr, Elkhorn, has worked out a plan by which the old fashioned recess is done away with and supervised play instituted to take its place. Each grade has a certain scheduled period during which pupils go to the gymnasium or outdoors where games or gymnastic exercises are carried on under the supervision of the teacher. The grade that has the first period in the morning from 9:25 until 9:40 is given a five minute rest period later. Prin. Jahr says that there is no confusion experienced and the plan is meeting with success.

An Appleton merchant says that there is a great deal of petty thieving among children which could be regulated if parents would give more attention to their children during the period between school dismissal and supper time. He believes that mothers should make an effort to be at home during this time and see that their children come directly home. Toys and trinkets, dear to a child's heart and temptingly displayed upon open tables in shops, are irresistible to many. It is well to have implicit faith in children but it is also well to safeguard and direct them during the formative period of their lives.

Here is a quotation from a Tomahawk newspaper which speaks for itself: "Lincoln county spent something like $400,000 recently to build and maintain our county highways. Not so long ago we spent several thousand dollars more to rid our cattle of tuberculosis. These are only a few of the big commendable things that the community has done as a whole through the medium of the county board. And yet, last fall, that same board reduced the salary of the county superintendent of schools to the paltry sum of $1500 per year and allowed him $300 a year for traveling expenses. $1500 per year —far less than the salary of a skilled worker and not more than the yearly wage of a common laborer. Yet he must have certain qualifications which insure that he be able to superintend the administration of the education of hundreds of children of school age throughout the county. Here is food for serious thought, especially to our rural readers."

NEWS FROM POLK COUNTY.

Polk county has an organization consisting of principals and school officials of the first class state graded and high schools of the county, training school faculty, supervising teachers, and the county superintendent.

Two meetings have been held. Topics relating to school activities, methods of instruction, etc., are discussed and in some instances the schools of the county decide to adopt uniform measures. At the last meeting held January 27, the topic of English in the grade and high schools was discussed. Clapp's English test had been given in all high schools and sixty rural and state graded schools. Results were reported including diagnoses of errors. The results were very interesting and worth while. This will be followed up at the next meeting with emphasis on remedial work. The work of the organization has met with great favor.

Cooperation of this nature among groups of different types of schools is one of the best methods of raising the standards of teaching. By open discussions of problems, elementary teachers and high school teachers, together with supervisors, are in a position to pursue a course of remedial measures without the usual overlapping of effort.

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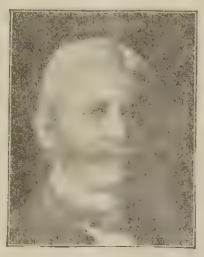

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Better Rural School Teachers

By George E. Sanford, Superintendent of Schools, Vernon County

"A chain is no stronger than its weakest link." The weakest link in the educational chain is the rural school. A rural school is just as strong as its teacher, and no stronger. When rural school teachers are trained *to do rural school work,* a surprisingly larger percent of these teachers will be strong efficient teachers, and conduct strong schools, thus strengthening the weakest link, and likewise the whole educational chain.

Those, (supervising teachers and county superintendents) who are constantly seeing the rural school and its teacher, as they really are, (not as some "educators" imagine them to be, or think they ought to be) are gradually made aware of the fact, that there are a few general weaknesses which bob up so often as to become characteristic defects of the system. Without exhausting the list or going into detail too minutely at this time, they are as follows—the failure of so many teachers to understand their pupils and the community, or to attempt to secure co-operation, build up confidence and draw support and backing from the school and community; the complete success with which so many teachers meet, in alienating themselves from all, that helps to build up a school or community; the inability of the teacher to assume the responsibility of disciplining the school, keeping the pupils busy with profitable work, and teaching a class at the same time; the enormous turnover of rural school teachers; the small number who stay in the same school longer than one year; the absence of any future in rural school work for the ambitious, successful and growing teacher.

Present Methods for Training Rural Teachers

There are, in this state, three agencies, whose duty it is, in whole or in part, to train teachers for the rural schools. It therefore is evident, if the statements in the preceding paragraphs are true, that when the several agencies whose business it is to train teachers for the rural schools, put out a product particularly fitted for the work they are to do—then, and then only, will the weakest link become stronger.

This is not a criticism of the several agencies, above mentioned, but rather a meditative look into the mirror to locate the spots and blemishes in the present system, in order that its weaknesses may be correctly seen, and intelligently remedied.

In the first place the law of inertia is universal. It is as true in institutions, systems, and thought, as it is in the physical world. Therefore, it is but natural that agencies, training teachers for the rural schools, having once started to do so by certain well defined procedure, will continue to do so in about that same direction, until acted upon by some external force. It is also true that like physical forces, they follow the line of least resistance. This perhaps is partly excusable, because the teacher training work, dealing as it does with living human raw material, is intensely interesting to the workmen, as well as very exacting upon their mind and time, thus leaving them little or no opportunity to meditate upon results, or seek to get out of any time honored rut. Thus it will be seen the fault is not necessarily with the teacher training agencies, but rather with the system that taxes their time and energy to such an extent, that little or none of either is left for the improvement of that system, or to see whether they are hitting the mark at which they are aiming.

Under the present system of training teachers for rural school work, the demonstration work and the intensive practice—if it may be called intensive practice work—is done in model schools in the cities, and in the grades of the city schools. True, it is, that from two days to a week of cadet work in

rural schools is provided in most instances, but cadet work has no uniform meaning in all of the training schools, therefore it is more of an emergency phrase, to seemingly, rather than really, cover the weakest spot in training teachers for the rural schools.

Now do some thinking—even if it shatters some time-honored and hide-bound ideas. We train primary teachers in the primary grades, intermediate teachers in the intermediate grades, grammar school teachers in the grammar grades, junior high school teachers in the junior high school grades, commercial teachers in commercial subjects, etc. These are all trained in the kind of work they are preparing to do—trained under practically the same course of study, same program, same class of pupils coming from a similar environment as those they are going to teach; and the majority of children from homes friendly to the school and education. These teachers are trained in the method and the subject-matter that they are going to use. They then go into the kind of work and environment, for which, and in which, they were prepared. Not alone that, but they are given constant help and supervision in the schools into which they go.

Difficulties of a City Trained Rural Teacher

Now think some more. What is done in the way of preparing the rural school teacher? She is trained, either in a model school or the city grades, in a closely graded school, using the city or graded school course of study, with city graded school program, with city pupils coming from city homes and city environments. True she may have two days or a week of cadetship (whatever that may mean) under more or less unreal, or unnatural conditions. Then they are said to be prepared to teach in a *rural school.* Think of the absurdity. Prepared as above stated; then sent out to teach in a school, working under an entirely different course of study, different program, all grades—from subprimary to over-age eighth graders, a different class of pupils coming from a vastly different environment; many of whom come from homes where the authority, methods of judgment of the teacher is questioned.

The teacher (a stranger in a strange land, among strange people to conduct a strange school, with strange pupils, text-books, course of study and program), is truly to be pitied. She has been prepared under a set of conditions foreign to those which she finds upon taking up her duties in the rural school; and in nearly all counties does not have the help or advice of a supervisor oftener than once in from two to four months. Is it any wonder that there are so many failures, so many just fair teachers? No, the surprising thing is, that there are some average, a few good, and occasionally an excellent teacher. However, they are so few, that the only conclusion we safely deduce is that they are so in spite of the system under which they were trained, and not because of it.

Such training no more prepares the teacher to teach in a *rural school,* than putting an athlete through a course of training for the 100 yard dash, fits him as a mile runner. There is just about the same similarity. In the first instance both are teaching. In the second both are track athletics. But in each case, each activity is a particular line and requires particular training for best results.

Some, interested in the problem of preparing teachers, say that the ability to teach, acquired under most favorable conditions, can be transmitted so as to be equally well usable under all or any conditions. We have no evidence that such is a true statement. We have lots of evidence to the contrary. One taught to swim in salt water will in all probability be able to swim in fresh water, but with greater difficulty than one taught to swim in fresh water. Let's train those who are to swim in fresh water, in the fresh water, not train them to swim in salt water and then throw them in fresh water to sink or swim. Too many sink taking whatever is near, down with them. In other words train the rural school teachers to teach in the rural school, not train them to teach in city schools, and then throw them into an entirely different situation.

Some there are who say, "more practice is what is needed in order to have better teachers." Yes, that is true providing it is practice of the right kind. But practice in one-old-cat, or in scrub, is not considered valuable enought in training to play baseball, so that any considerable number of the ball teams waste time in such practice. More practice is needed, but it should be of the right kind.

It is destructive, to point out a weakness in a system unless one can offer constructive ideas to improve conditions. This I can do.

These same agencies *can* train teachers to teach in *rural schools,* as well as they can train teachers for any other kind of work.

A Remedial Plan for Education of Rural Teachers

The following plan for training teachers to teach in rural schools, is so logical, pedagogical, and indicative of common sense, as to be at once clear to all thinkers. Of

course it gives an awful jar to the inertia of the present system. The upheaval, its adoption would create, would probably be received with horror by those who have been in the rut so long that the rut has become closed at each end forming a suitable grave.

Briefly this is the plan. The teacher training agencies will continue to have their model schools, to use for demonstration and laboratory purposes. The practice teacher is to have her first quarter of practice work in the model school, two pratice periods each day. After one quarter of successful practice in the model school, the practice teacher is to be given one week of intensive practice teaching (each of three more quarters), out in a *model rural school*— the class of a school, with the program, course of study, pupils and other environments the same as she is to conduct when she goes out as a teacher. Under such a plan the rural school teacher will be prepared to teach in a rural school the best she can be prepared until she had more experience in the actual work. Then when more supervising teachers are furnished so that the teacher may have the benefit of supervisory visits often (which the city teacher now has) still greater benefits will come to the rural school and teacher, and the weakest link in the educational chain be strengthened.

And now a few words in explanation of the model rural school which was mentioned in the preceeding paragraph.

For every eighteen senior practice teachers, in the training school, select one rural school. The best, (everything being considered — buildings, equipment, enrollment, etc.) should be selected as the model rural schools. The rural school board will gladly co-operate with the county superintendent and training school principal in having their school selected as one of the model schools, because of the added advantages of a better teacher and consequently better teaching and community service received. The model, or critic, or demonstration teacher, of the model rural school, to be selected by and subsidised by the training school, is to be a member of that faculty and receive a salary similar to the salary paid for the same kind of a teacher in the training school building. The local or rural district would pay towards the salary, such amount as they would have to pay for a first class successful rural school teacher, the balance of the salary to be met by the training school.

Critics Trained for the Work

The critic teacher should be selected, who in addition to professional training or knowledge, has an experience, understanding, and sympathy in and with rural life and rural schools. (A theoretical critic born in the city, reared and trained in the city, and who insists upon staying in the city and telling practice teachers for rural schools how to meet and handle rural problems is a farce. It is like the blind leading the blind.) The worth while critic for these embryo rural teachers is the one who can and will go out into such a school and teach by example as well as by precept. If the expert teacher cannot handle successfully the rural school with its multiplicity of varying problems and situations, is she a safe and sane guide for a critic teacher for rural school teachers? The critic teacher then, should be carefully selected as one who knows the rural school teacher's problems and how to handle them. She should give the demonstration work in the rural school, the first day the two practice teachers are present, then direct those practice teachers in making the lesson plans and assignments for the next day. For the rest of the week each practice teacher should prepare for, and be ready to handle the school, teach the classes and conduct the entire work of the school as though no one else were near. Be responsible for the discipline, seat work, class work, playground and all as she will when she goes out to teach. The critic teacher should each day, or at any time during the day, choose the practice teacher to take charge of the school, or a class, or go on with the work. At the close of school, again comes the conference and preparation for the new day. Under such a system the practice teacher is trained in, and for her work both in the school and the community. And the rural model school will be a pride to the community and a beneficial influence to all near by rural schools as it will show, not tell, what can be done in a rural school and rural community by a real teacher.

As I said, for each eighteen practice teachers select one such school. Two practice teachers in each school one week each quarter, would give to each of the practice teachers one week of real school practice work each quarter.

The practice teacher would under this plan get double practice in the resident model school the first quarter, and three full weeks of full day preparation and practice during the remaining three quarters. Thus getting many more hours of practice than under the present system, and their practice will prepare them *for teaching in the rural school.* By having one week of real rural school

practice each quarter, there is an intervening period for assimilation, growth and preparation for improvement upon the next opportunity. The teacher will feel that need of more thorough preparation in academic and method work, and be more enthusiastic and interested in all, and go back for her week's pratice the next quarter, with better preparation.

Reports of Progress

At the end of each week the critic teacher in the model rural school would send back to the principal of the training school a report of the progress made by each of the practice teachers, calling attention to the strong and the weak points of each in subject matter, methods, discipline spirit and attitude, or such report as may be required. If the practice has shown weaknesses in teaching some particular subject, or in methods, she will be given more practice work or method work in that subject at the training school before going out to the model rural school for her next quarter's practice week. Thus will the product of the training school really be prepared to meet the demands of the market, into which it is to go.

A possible source, although not necessary one, from which to select the critic teacher for the rural model schools, would be from the successful supervising teachers. They know the rural school problems, its strong and its weak points. They also know where, how, and why, teachers fail in rural school work. They are in possession of the facts, not theory, so that they can train teachers to successfully meet the problems they will have to meet when they go out to teach. They can thus strengthen the weak points in rural school teaching, by helping to put out a product that will be previously prepared to meet and overcome those weaknesses.

Another advantage of the system I have outlined, is, that it would tend to make more desirable, rural school teaching, as a life work. At present as soon as a teacher becomes a real worth while teacher in the rural school, she is picked up for work in city grades. Having overcome the many difficulties and obstacles in the one-teacher school she can easily handle the city grade work with its fewer obstacles and closer supervision.

A Future for the Rural Teacher

There is, at present, no future for the rural school teacher *in the rural school field.* However, when the well trained and successful rural school teacher can see promotion possibilities in rural school work, such as supervising teacher positions and rural school critic teachers, then the city grades cannot so easily call her away from the rural school at the same or less salary per month than she gets in the rural school. Rural school work will then be looked upon as suitable life work and not just a stepping stone to the city grades or marriage. Rural school work as a field of life endeavor—as an end, and not a means to an end—puts a different view upon it. In the past it has been a tag end, but at present more interest is being taken in it. Those who are really studying it first hand, know that rural school work is just as much a particular branch of school work as any other field in education. The opportunity is just as great in the rural school field, for those who wish to serve mankind and accomplish things worth while, as it is in any other field of human endeavor. We are beginning to realize that the rural boy and girl has just as good a right to a good teacher and a good school, as the city child has. The plan I have outlined will improve the teaching in rural schools more than any other single improvement in the past quarter of a century. It is feasible, practical and sensible.

Some there will be, no doubt, who will object to it and try to obstruct it, as blacksmiths and teamsters objected to and ridiculed the coming of the automobile; but the automobile came and conquered.

The teamsters and blacksmiths who objected to it for purely personal reasons, got into line and became the chauffeurs and garagemen, and they would be loudest in condemnation of a return to the old order. In the plan I have outlined, those already in the work under the present system, will become the leaders under the new and better plan, because it is in line of progress and means greater success for them. In fact the present system of training teachers for the rural schools compares every bit as favorably with the plan outlined in this article, as the horse motive power in transportation compares with the automobile. It is time the rural schools are out of the educational horse and buggy class into the automobile class.

What Progress Has Been Made

The past quarter of a century has been a wonderful period of progress in nearly every field; but there has been nothing new in the field of training teachers for rural schools (except fads which come and go with increasing regularity) since the late L. D. Harvey fathered the idea of county training schools. That is the best single move ever made for rural schools, because it made possible a constantly increasing class of pro-

fessionally trained teachers, and a teacher with professional training is vastly better than the same teacher with no professional training. But the time is at hand, when we can improve upon that professionally trained teacher, by training her to fit the particular field and kind of a school in which she is to work.

In conclusion, if this article shall serve as an excitant, to start thought and action so that the rural school boy and girl is benefited by having a better teacher and the rural community a better school, the time, that I have spent in studying and thinking, planning and dreaming upon the subject of the strength and weaknesses of rural school and its teacher during the past four years, will not have been spent in vain.

"HARD TIMES DAY" IN THE ASHLAND HIGH SCHOOL

Just what was the outstanding feature of "Hard Times Day" at the high school this afternoon is hard to say.

Suffice it to say, however, that it was all uproariously comical to everyone from the little freshman with the black mustache and the green necktie to the girl who played "Auld Lang Syne" with the gusto of a Sousa march, on her mouth organ.

The assembly room of the high school this afternoon was a sea of color. Every shade of the rainbow was represented in the huge tissue paper hair ribbons worn by the girls.

As to costumes, it's pretty hard to say just what wasn't there. The male members of student body resembled everyone from Tony the Tramp to John D. Rockefeller as a boy, hungrily hunting for his first job.

"Hard Times Day" this year was put on under the auspices of the student body. Their's was the initiative and their's was the responsibility. Everything went off in tip-top shape.

The day originated in the public high schools of many cities throughout the country, it must be confessed, in a so-called "Rough Neck Day" and in some towns and cities the tradition still holds that on this one day there must be wholesale truancy, destruction of school property, insubordination, with its aftermath of expelled students and troubled parents.

The Ashland student body, however, conceived the idea that all the fun of the day could be enjoyed without any of the ill effects. The Student Council went to Mr. Bassford about it.

"It's a new thing to me," he said, "but if you can manage it and guarantee order without marring the fun, go ahead."

The Student Council took the responsibility.

The fun started this morning when the students arrived before school and gathered to watch each new comer.

The real high spot of the day, however, was during the assembly period from two o'clock to 2:25 this afternoon, which was given over to a "Hard Times Day" celebration.

The freshmen, with kiddy cars, dolls, and toys, started things off with a parade on the stage.

Then the sophomores, represented by a sextette of girls—Margaret Lythle, Margaret Matthews, Maurine Eva, Evelyn McMahon, Mary Mowatt, and Beatrice Forester—kept the audience in continued applause with humorous songs.

The senior class danced the old-fashioned dances—the Virginia reel, the square dance, the quadrille— and danced them well, Rose Mattheewitz furnished mighty good music on a harmonica.

But the climax came when the juniors began impersonating the faculty.

Harold Sollie took the part of Principal Bassford, and dismissed the students with mock severity. Grace Hill was Mrs. Staley, the school's librarian; Rose Goldberg was Miss Minton, the cooking teacher; Dave Mercer was Mr. Marsh, gymnasium instructor; and Merton Bell acted as Coach McDonald. Each impersonation brought louder and louder applause.

After the program the students went back to their classes in orderly fashion. Not a moment of the school work was lost. Teachers reported that the morale, far from being broken, was better than usual. Recitations, library work, etc., went as usual throughout the day.

Whatever reprimanding was necessary, if there was any, was done by the students themselves.

"Hard Times Day" as run off at the Ashland High School, is a distinct contribution to the morale and spirit of the student body.

—Ashland Press

Daughter: "The preacher just phoned and said he was coming to call this afternoon."

Mother: "Gracious! We must make a good impression. Give the baby the hymn book to play with."—The Lake Breeze, Sheboygan H. S. Wis.

RESOLUTIONS OF THE DEPARTMENT OF SUPERINTENDENCE

Cleveland, Ohio, March 1, 1923

We sincerely commend the action of the President of the United States in calling upon the people of the whole country, by special proclamation last December, to set aside a week to be observed throughout all the States and Territories as American Education Week. We likewise commend the governors of the several States and Territories and mayors of all cities who promptly supplemented the President's proclamation by similar appeals. By this Nation-wide observance of American Education Week the people of the entire country have been aroused to a new recognition of the fact that the destiny of America rests upon the adequate and proper education of all the children of all the people.

2. We gratefully acknowledge the enlarged support that has been granted education by State and Territorial legislatures, by boards of education, and by a responsive public, which have generously recognized grave educational needs. We earnestly urge the legislatures now in session, in whose hands rest the control of the public schools, to provide for a continuance of the educational advance to the end that there may be an American school good enough for every American child. We believe that money expended for education is the best possible investment and rejoice that every attempt at reaction against a proper and adequate provision of funds for public school purposes, whether made by a single individual or by a backward-looking group, is met in every State and Territory in the Union by a wall of men and women who stand insisting that the American dollar shall never be placed above the American child. As administrators of public education, responsible for this investment, we dedicate ourselves anew to the task of directing education with wise economy and exact accounting to the end that the schools may become ever better instruments in the production of an improved citizenry.

3. We note with satisfaction and heartily endorse the expressed intention of Congress to make the school system of Washington the model school system of the country. We pledge to Congress our hearty support of this proposed legislation and of such appropriation of funds as may be necessary to provide in the Nation's capital a system of public education which shall exemplify to the Nation the best in administration, supervision, business management, and teaching service. To this end we urge the immediate passage of the Teachers' Salary Bill now pending before Congress.

4. We recognize that a Department of Education is necessary in order that the educational activities of our National Government shall be efficiently and economically administered. We believe that National sanction and National leadership can be provided only in the person of a Secretary of Education in the President's Cabinet. Federal aid for the purpose of stimulating the several States to remove illiteracy, Americanize the foreign born, prepare teachers, develop adequate programs of physical education, and equalize educational opportunities, is in accord with our long established practice and is demanded by the present crisis in education. We therefore reaffirm our allegiance to the Towner-Sterling Bill.

5. The welfare of the Nation demands that boys and girls living in the country shall have educational advantages commensurate with those enjoyed by children living in the cities. We endorse the movement which contemplates placing a competent and professionally-trained county superintendent of schools, directing a professionally- trained body of teachers genuinely interested in country life, in every county in every State and Territory of the Republic. To this end we urge that the burden of raising funds in locality, State, and Nation shall be so justly and equitably distributed between the stronger and the weaker taxing units as to make the opportunity of the boy or girl in a rural school equal to that of the child in the most favored city-school system in the land.

6. We commend the devotion and zeal of the classroom teachers of America who have caught the spirit of the new educational advance and given themselves without reserve to the task of maintaining the ideals and standards of our American system of public education, and who have dedicated themselves to the high purpose of translating the increased funds provided for education into a worthy and upright citizenry, whose faith in the high ideals and the best traditions of America, and whose recognition of the principle of obedience to established law, shall guarantee the security and well-being of the Republic.

7. We record our grateful appreciation of the exceptional hospitality of the people of the city of Cleveland; of the untiring efforts of the local committee; and of the cooperation of the Chamber of Commerce and the public press. We especially thank the

members of the board of education, the officers, teachers, and children of the public schools, and the presidents and faculties of Cleveland's colleges and universities— all of whom have helped to make this convention one of the most successful in the history of the Department.

PROFESSIONALIZING TEACHING

Frank Cody, Superintendent Detroit Schools

Is teaching a profession? Or merely a trade? Does it require four years of college study to prepare a person to teach a first grade child to read and write, or is teaching merely a skill, a trick any fairly intelligent person can pick up by imitation and by perfect practice?

The contrast between a profession and a trade is a fundamental one. The term profession implies a public acknowledgment of attainments in special knowledge as distinguished from mere skill; a vocation in which this knowledge is applied in the service of others. A trade, on the other hand, is based primarily on skill, not upon knowledge. A craftsman is a person who can perform certain types of work skilfully, even artistically, but he is paid for his skill not for his knowledge. From the earliest days "the" professions were theology, law, and medicine. In each of these the "professor" to be of value must be skillful, it is true, but skillful in applying knowledge, not skillful in the use of tools, in making certain muscular movements. Morever, the knowledge which is applied to the service of others must be the right knowledge. Before society permits the minister, the lawyer, or the doctor to practice it requires him to prove the extent and soundness of his knowledge, and when he has met the standard requirements, it confers degrees upon him and gives him a license to practice.

Education has grown from the top downwards. The first type of schools were training centers for the professions, institutions for imparting knowledge. The second schools were preparatory schools for the professional schools. But with the development of democracy and the rise of the common people, a profound change took place in the functions of education, and in the social order. In the old days knowledge was the privilege of the few but now no ignorant man can hope to play his part successfully in the complex social life of the day. As far back as 1787, our forefathers recognized the universal need for education and decreed that "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." Each step of progress since that time bears eloquent testimony to their wisdom. Education today is being socialized and vitalized. That is, teaching is no longer concerned merely with the acquisition of knowledge, schools are no longer merely training centers for professional schools. The primary objectives today are (1) the development of the individual as an individual and (2) the adjustment of that developed individual to his place in the social order. The aim of "good citizenship" or "social efficiency" is replacing the academic ideals of training for "the professions."

Teaching has long been recognized as a profession because the teacher was expected to "know" her subject, and "to know" meant a long period of study. The more difficult the subject the longer the preparation required. Hence the longer training, the higher degrees, the greater esteem, and the larger salaries were accorded to college professors. High school teachers were considered on a lower level, elementary teachers on a still lower level, while any one was supposed to be able to care for children in the kindergarten. To this day in Detroit, salary schedules are modelled on the old conventions and there are many persons who say "It is evident that a teacher must prepare herself for a long time and must know a great deal to teach Latin or chemistry in the high school, but what does a first grade teacher have to know to teach reading and writing to beginners?"

The first teacher training courses were based on this same idea. They taught the prospective teacher the subject she was to teach, not how she was to teach it. Little by little courses in method and related courses in psychology, biology, sociology, have crept in until today, preparation for teaching is plainly recognized as a professional preparation in the highest and best sense of the term. The first grade teacher does not need to know much to teach a child to read in the sense that the subject matter will be learned and difficult. It will not. It will be exceedingly simple. But modern scientific study has shown that reading is an amazingly complex process and that success in teaching a child to read depends upon the possession by the teacher of a great fund of knowledge about the nature of the child, the nature of the reading process and the ways in which human beings are best controlled and developed. Moreover, the most important task of the school proves to be not the im-

parting of knowledge but the interpretation of life, and even a first grade teacher, who is to interpret sunshine, and birds, postman and fireman, money, automobiles, and food to little children, must have as a background a wealth of knowledge of history, of science, of sociology, economy and political economy that is simply staggering. All over the country the demand is springing up that no one be allowed to teach anywhere in the school system with less education than can be secured in four years' time. One school system after another is adopting the slogan, "equal pay for equal training." Slowly it is becoming evident that the most important work of the entire school system is being done in the grades. These attitudes of mind and habits of work are fixed for life. There the school reaches all the children of all the people. There, if anywhere, the foundations of society must be well laid. It appears, therefore, that our present system is upside down. It is in the kindergarten and primary grades that expert service is of most importance and when that day comes that the child shall be properly started on his career, and given the right habits of work in the grades, even unskilled teaching can not spoil him in the high school. It is probable that in the not too distant future, the importance of the work done in the early grades will be recognized by demanding of kindergarten and primary teachers the most thorough training of any teachers in the system and by paying them the highest salaries. There will also be found the most complete laboratories for the exact measurement of children and the largest amount of scientific investigation of child nature and of the learning process.

Every forward step of progress seems strange and revolutionary when it is first apprehended by the mind but when it is based upon sound principles and real needs, no contrary opinions can prevent its eventual supremacy. To students of educational progress, the handwriting on the wall can be plainly seen.

In time, four years of training will be required of every person who teaches. In time equal pay for equal professional training will be the rule, not the exception. In time, the importance of elementary education will be recognized by all.

Detroit, by establishing a city Teachers College and providing facilities for the continued training of teachers in service, has made possible the strengthening of the work in the grades, the building up of a new education.

To date, merely 2,800 teachers have voluntarily enrolled for evening training courses. Analysis of this enrollment yields data of great significance. The elementary teachers know and appreciate their problems and their needs, but in the upper levels the traditions and conventions still hold away. High school teaching has not yet been professionalized. Preparation still means knowing your subject and if you once "know" your subject, why take further training? But in the grades, preparation means study to improve present methods, efforts to make a contribution to bring about a better day. Detroit is to be congratulated on the strengthening of an old profession. To teach in the grades is no longer "a job."

BURTON E. NELSON ELECTED PRESIDENT STOUT INSTITUTE

The many friends of Burton E. Nelson, who for many years was superintendent of schools at Racine, will be pleased to learn of his election to the Presidency of Stout Institute by the State Vocational Board.

Mr. Nelson established the first vocational school in Wisconsin at Racine. He is an educator of long experience, has been especially interested in the manual arts, and comes to this new posistion with rare qualifications as an executive and as an educator.

Stout Institute and the state are to be congratulated on securing such a worthy successor of the late L. D. Harvey.

PLUCK

I've paid close heed to the ways of men,
I've observed what the world calls luck—
I have silently marveled now and then
At the potent power of pluck.
And this is a bit of truth I hail
A sentence that's worth one's heed,
"The man who's always afraid he'll fail
Doesn't stand much show to succeed."

—The Oklahoma Teacher.

Father Speaks

"Father, what do you mean by a gentleman farmer?"

"A gentleman farmer, my son, is one who seldom raises anything but his hat."

—University H. S. Minneapolis, Minn.

Here lies the body of William Gray
Who died maintaining his right of way
He was right, dead right, as he sped along,
But he's just as dead as if he were wrong.

The Operation of the State Teachers' Retirement Fund

R. E. Loveland, Secretary

Last month an attempt was made to give in a general way an outline of the new State Teachers' Retirement Law. Perhaps teachers will now be interested in learning how the law is working.

During the school year ending June 30, 1922, there was received in the state treasury in accordance with the provisions of the old law, the money held out of the salaries of the teachers in the public schools during the preceding school year, the year ending June 30, 1921. This amounted to about $164,000.

During the same school year ending June 30, 1922 there was held out of the salaries of Senior teachers in the Public schools, Normal Schools and University for the Retirement System, $440,000. $390,000 of this reached the state treasury by the close of the school year, June 30, the balance did not come in until after July 1, but was credited back to the teachers for last year.

That only $440,000 was deposited by teachers last year may be a surprise to those who take into account the number of teachers over twenty-five years of age(Senior teacher) and the fact that the new law calls for a deduction of five per cent of salary, but when we consider the conditions under which these deductions were made from the salaries of these Senior teachers we are surprised that the amount was so large.

The law expressly stated that teachers who were under contract when the new law went into effect, July 7, 1921, could not be forced to make any greater contribution to the fund during the life of that contract, than was required by the old law. This means that, with the exception of a few teachers who entered into contract after July 7, 1921, all the teachers in the University, Normal Schools, County Training Schools, County Agricultural Schools, Vocational Schools (including those in the city of Milwaukee), Stout Institute, Mining School, Industrial Schools, etc., were wholly exempt during the first year if they chose to take advantage of the permission given in the law. Further, a very large majority of the teachers in the so called regular public schools, who were under the old law, enjoyed the right of continuing to the end of such prior contract, mostly for one year, with the same assessment as the old law called for, namely, one or two per cent with a $15 and a $30 maximum respectively, and no teacher in any of the schools of the state, under twenty-five years of age, contributes to the fund under the new law.

No better argument could be given in favor of the popularity of the new law among the experienced teachers than the fact that a very large majority of them voluntarily entered upon the five per cent deduction before the law made it compulsory for them.

During the present school year, ending June 30, 1923, there are comparatively few whose exemption on account of prior contract still exists, and the records indicate that the contributions by Senior teachers for this year will amount to $600,000 or more.

There was received from the sur-tax for the Retirement Fund for the year ending June 30, 1922, $1,531,643.87, and of this $114,648.11 was returned to the City of Milwaukee for the operation of the teachers' pension fund in that city. The tax commission's estimate shows that for the present school year the amount received from the sur-tax will be about $700,000 and that about $90,000 of this will be returned to the City of Milwaukee.

It should be borne in mind that the sur-taxes received last year were based on a year of exceptionally large incomes and that the estimate for the present year is based on a year of unusually small incomes. At the time the law was passed it was estimated that the amount would be about a million dollars a year. I shall not attempt to explain why such a large amount is needed nor how a certain portion of it is to be used to build up a reserve fund to take care of liabilities assumed under the old law, but will say that the legislature acted upon competent actuarial advice.

Under the new law no teacher contributes to a general fund as was the case under the old law. An individual account is kept with each teacher, the same as in a bank.

Strange as it may seem there has been quite a demand from junior teachers that they be allowed to deposit the five per cent of salary. As this comes mostly from Junior teachers who were paying under the old law we feel that it is largely due to the fact that they fear that by not having deductions made now, they will lose what was paid in under the old law should they withdraw from teaching before becoming Senior teachers. Let me again assure these Junior teachers

that the amount paid in by them is credited to them and is earning interest for them and will all be returned should they withdraw from teaching. Should they continue teaching until they are Senior teachers, they will begin making the five per cent deposit and the state will begin making a deposit for them. It may be that Junior teachers think that if they make the five per cent deposit the state will make a deposit for them. Such is not the case. No State deposit is made for any Junior teacher.

An illustration of how the new law is supposed to work out in the case of those who never taught prior to July 1, 1921, is found on page 46 of the report of the legislative investigating committee which is here reproduced.

Remember that there will be no deposit made by these teachers nor by the state for them, until they become Senior teachers.

NOTE. A teacher who arrives at the twenty-fifth birthday anniversary after July 1, does not become a Senior teacher until the first of the following July.

Case I.

A woman who begins teaching at age 20, and teaches continuously at the minimum salary of $700, may retire

At age	Upon an Annuity of
50	$314
55	478
60	721

Case II.

A woman who begins teaching at age 20, and teaches continuously at an annual salary of $1000 may retire

At age	Upon an Annuity of
50	$417
55	634
60	959

Case III.

A woman who begins teaching at age 20, and whose salary increases as follows:

Year of Service	Annual Salary
1st to 4th	$ 500
5th to 9th	600
10th to 14th	1000
15th to 19th	1100
20th to 24th	1200
25th to 29th	1300
30th and higher	1350
may retire at age	Upon an Annuity of
50	$ 425
55	671
60	1036

In each of the above cases the teacher may retire after any number of years, at any age, but of course the annuity would be smaller in proportion to the amount to her credit, neither could she begin drawing any annuity based on the deposits made by the state before reaching the age of fifty except in the case of disability.

The above is an illustration of the result of continuous service on the part of the teacher. The law does not require that service be continuous.

The question of more immediate interest to the present senior teachers is how the law is being applied to those who had taught a considerable number of years in the Wisconsin schools before July 7, 1921, and retire after teaching under the new law.

A few typical cases may be of interest.

Case No. 1 Class A Taught about thirty-one years at salaries ranging from $200.00 to $1150.00. The new law strictly applied would have given an annuity of $145.00 a year for life, payable in monthly installments.

As a member of Class A, having fulfilled all the conditions of the old law, she was permitted to choose the annuity that the old law provided, which was $385.00 a year for life, payable in quarterly installments. This is in accordance with Sec. 42.51 (6).

Case No. 2 Class A Taught about twenty-nine years at salaries ranging from $300.00 to $2500.00. The new law provided, according to option I, an annuity of $25.74 a month, or $308.88 a year, for life, and according to option II, $25.36 a month, or $304.32 a year for life, with the assurance that should he not live to draw 180 monthly payments, the monthly payments would be continued to his beneficiary until 180 monthly payments in all had been paid.

As a member of Class A, having fulfilled all the conditions of the old law, he had the right to take the annuity provided by the old law, which was $358.00 a year for life. He chose option II of the new law.

Case No. 3 Class A Taught fifty-six years at salaries ranging from $300.-00 to $1250.00. The old law provided an annuity of $450.00 a year for life. This was the maximum annuity under the old law.

The amount to the credit of this teacher would have provided, according to option I, of the new law, an annuity of $80.16 a month for life. She chose to withdraw in a lump sum the amount of her own deposits in accordance with Section 42.49 (1) (a) and this left a credit on the books sufficient to give her, at the age of more than seventy, an annuity of about $77.50 a month for life.

SIDELIGHTS ON SUPERVISED STUDY IN HISTORY.

Prin. C. H. Dorr, Elkhart Lake.

The following questionaire was sent to 20 prominent history teachers in the colleges, University, and normal schools of the state. I tried to phrase the questions so that a definite answer could be obtained from each one of them. However, certain of the people questioned gave indefinite replies.

Questionaire:

1. Do you consider supervised study in history to be the most satisfactory and efficient method of teaching history?
2. If you consider it to be the most satisfactory and efficient method of teaching history, what do you consider as the most important factors in organizeing it?
3. What do you consider to be the outstanding disadvantages or defects of the method?

Results of questionaire:

I. No. Questionaires sent out: 20
No. Replies 13
No. Answering in affirmtive to No. 1 2
No. Answering in Negative to No. 1 6
No. Non-committal 5

II. The following were mentioned in reply to question 2:
(1) Teacher must be well-prepared in subject, must be familiar with sources of information; if material is not available, he gets it.
(2) An ample supply of charts, maps descriptive, picture-making material, etc.
(3) Sensible program for the teacher which does not ask the teacher to meet so many classes in one day.
(4) Well-lighted and comfortable room.
(5) Putting assignment to pupils in the form of a problem.
(6) Teacher with sense enough to keep out of the pupil's way.
(7) Combination of study and discussion best.
(8) Good common sense in giving directions for solution of the problem.
(9) Recitation period should much overbalance supervised study period.
(10) Wise guidance.
(11) Only those students should be supervised who really need it.

III. The following were mentioned as the oustanding disadvantages and defects of the supervised study method in history:
(1) Establishes too much dependence on the part of the pupil.
(2) A good sensible teacher is scarce.
(3) Helps weak students but weakens strong ones.
(4) Misunderstanding and abuse of method.
(5) Discouragement of originality and initiative.
(6) Indiscriminate supervision.
(7) Interference with preparation of teachers.
(8) Average high school teaching force is not large enough.
(9) There is not enough material in average high school for this method to be carried out satisfactorily.

As a result of the findings of this questionaire and discussion on it at the institute, I have arrived at the following conclusions in connection with supervised study in history:

(1) It is not the most satisfactory and efficient method of teaching History. There is *no one best method.*
(2) Supervised study is all right to be used under certain conditions, but should not be used indiscriminately throughout the whole school.
(3) Supervised study should not be adopted as a *system.* It weakens the stronger pupils and creates a condition of dependence on the part of the pupil. This is something that we need to avoid in our public schools today.
(4) As A. H. Sanford of La Crosse Normal says, I believe that the purpose of supervised study should be to render itself unnecessary as soon as possible.
(5) It is hardly possible that the average history teacher in the average high school can make supervised study in history a success, unless he is thoroughly acquainted with the movement and in sympathy with it.

SOME NIGHT

Mrs. Eskimo—Where have you been for the last six months?

Mr. Eskimo—Oh, just sitting up all night with a sick friend.

Teacher: Take the next question.

Pupil: I can answer it, but what's the next question?

THE VALUE OF EDUCATIONAL EXHIBITS

George R. Ranow,
Principal of Schools, Holcombe, Wisconsin.

The school justifies itself to the extent that it functions in the life of the children and the community. This is the only sound criterion of school procedure. The road leading to the realization of this ideal is complex and educational exhibits are one of its components.

We are living in a scientific and industrial age. Hence, it is more than desirable that the child understand the origin and gradual evolution of the various articles of everyday use.

The school must help the pupil to grow into proper attitudes, appreciations and desirable modes of reaction. But such growth is partially the result of a comparatively slow increment of knowledge bearing upon the evolution of living and non-living factors of our environment.

Exhibits showing the evolution of the pencil with which I am writing, the wool cloth which keeps me warm during the inclement seasons, the sugar which I enjoy on the average three times a day, the buttons which help me to greater comfort and better appearance, etc, are of consuming and gripping interest and result in an enduring body of knowledge which becomes an effective element in the basis of proper attitudes and appreciations.

No school can afford to be without this type of instructional material available free or at small cost. It is, though, true that the advancement of such a project is entirely dependent upon the educational ideals, initiative and enthusiasm of those who are vested with the sacred responsibility of directing the destiny of a school.

Even the one-room rural school need not be without exhibits. A progressive and active county superintendent could make a fine and extensive collection and secure the necessary funds for the construction of portable cases, so that the exhibits would endure continuous and somewhat strenuous use when supplied to the various schools in the county.

The principal of a village school could collect the exhibits for permanent display in a place designated as the school museum. In the larger school systems the exhibits should be placed in a building having a central location.

The Holcombe Schools have been engaged on such a project for over a year. The museum now has more than one hundred exhibits containing interesting and effective material covering Alabastine, aluminum, asbestos, blankets, brushes, buttons, carborundum, cartridges, cement, cocoa and chocolate, cocoanut, coffee, cork, corn products, corn flakes, cotton and its derivatives, erasers, fertilizers, files, flour, footwear, fountain pens, furs, glass, grain, graphite, insecticides, iron, kreolite blocks, limestone, linoleum, meat, paper, pencils, pens, petroleum products, Postum and related products, rocks, rope, Ruberoid, saws, sharpening stones, shears, silk, soap, soil formation, sprinklers, steel, Stucco blocks, sugar, tapioca, tea, thread—cotton and linen, tires, tooth paste, vulcanized fibre, wall board, wool—yarn and cloth, and zinc shingles.

This list is sufficient evidence of the vast educational possibilities offered by this type of instructional material. The best is none too good for the children of our schools. Is the teacher utilizing every available opportunity? Is he continually linking the work of the school with life? Is he bringing to the pupil a better and more sympathetic understanding of the everyday environment? You are fully qualified to answer these queries.

WHAT TO DO WITH CHILDREN DURING EVENING HOURS.

By Supt. J. A. Van Natta, Phillips, Wis.

Teachers and parents are constantly shifting the responsibility for school progress upon the condition to which they hold and alibi. In other words, some one else is to blame. School problems should be a copartnership responsibility on teachers and parents, and as teachers, we can help meet undesirable conditions with remedial work. One of these topics of much comment is the old question of parents not keeping their children in during the evening hours. All of us in school room activities are aware of the harmful effects of these activities on the moral and physical health of the child and we are of the opinion that they also detract from the mental growth of the child. Parents and teachers discuss these activities a great deal but the important question is—what to do about it. The writer has felt a desire to make some investigation relative to the extent of these activities and try to provide some remedial work. An investigation has led to some very gratifying results which are worthy of trial by any of the school people.

In our public schools we passed out a questionaire asking the children to tell us what they did for several nights preceding the questionaire. We began with the night before, because of its psychological help in association. Beginning with the supper hour

and then 7-8, 8-9, 9-10, 10-11. After the children had completed this we went back to the night before last and found that the children had a very good memory to remember four or five nights back quite accurately and with a good deal of precision. We compiled these results together with the scholastic standings of the children. We found that the boys were more disposed to being away from home in the evenings than the girls and that the high percentage seemed to be in the 6th, 7th, and 8th grades. We studied the coefficient of correlation between scholarship and being out in the evening and found that there was no correlation and we also studied the correlation between those who stayed out a great deal and going to bed late and found that there was a high correlation there. With this in mind we compiled the time of the children retiring and found that 38% of the children in the 7th grade or over 1/3 did not retire until after 10 o'clock. We also found that there were conditions in the High School of late retiring but not so much toward the roving spirit. These facts are evidence of harmful surroundings for the child's mental and physical health, and as co-partners in the responsibility adopted a plan of remedial work.

A great many people are very skeptical as to the moral influence of highly imaginative books on travel and adventure and the school people have advocated a closer following to classics and a type of books which do not reach growing red blooded boys. The question is if a boy learns to read the things that he likes and becomes a reader will he not read the better books? After his reading for enjoyment is curtailed and the habit not developed, will he ever read enough to enjoy the classics? And further, is the boy of Junior High School age better off away from home evenings than reading boys' books? The writer would perhaps antagonize certain people by advocating the reading of such books as the "Ranger Boys", "Tom Swift", and others of like series. However, if the doubtful person had been in the room when the armful of such books appeared and each boy beaming with anticipation fairly climbed to his feet in answer to the question "Do you want to read some of these books?" Such person would have condemned them cautiously. Our plan was to furnish the boys with such books as they like and make a second survey.

The second survey was made covering week nights the same as the first. The boys were given all the books that they wished to read. No explanations were made except to the drawing of books. The girls showed a keen disappointment but no explanation was made. The experiment began with the books in the hands of the boys and in this survey the girls showed approximately the same percentage away from home evenings as the first survey but the record of the boys showed a marked improvement and cut the percentages materially. The results of the experiment with these books as a remedial plan was very gratifying. The publicity given the plan brought the people of the city also to the aid in assisting in the supply of more such books.

If teachers are interested in co-operating with parents in their effort to eliminate such harmful activities, I am sure that a simple investigation in your school will help you to present the matter to the school officials and patrons in such a way that you will be given ample support, in buying the books that each teacher feels he might need for the children reading requirements. Such requirements to take in the welfare of the child mentally, morally, physically, and give the child some of the things that he enjoys reading. If you still feel the uncertainty of such reading, read Irving Cobb's, "Defending Cap Collier".

Some of the boys who smoke cigarettes have been helping to pay for a college building. The Mobile Register announces that J. B. Dukes, the "tobacco king" has given to Trinity College, North Carolina, $25,000 towards a new gymnasium, $30,000 towards a new $100,000 law building, $50,000 towards $100,000 building for the new school of religious education; in addition to these gifts he has added $1,000,000 to the endowment of the college. How many cigarettes must the boys have smoked in order to pile up this million dollars more in profits for Duke to bestow on a favored college? It is an excellent use to make of the money, but it would be interesting to know how many contributed to help him accumulate it.

Teacher—"Swarms of flies descended upon the Egyptians, but there were no flies on the children of Israel."

Smart Boy—"There ain't now, either."—Cleveland News.

—Reprinted from School Board Journal.

Teacher—"Do you know the population of New York?"

"Not all of them, ma'am; we've only lived here two years."—The American Boy.

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Wisconsin Educational News

Arbor Day will be observed Friday, May 4, this year.

S. A. Williams will be the new principal at Wild Rose.

Supt. Edwards will return to South Milwaukee next year.

Prin. P. P. Patterson of Amherst goes to Poynette next year.

Work upon a new $100,000 high school at De Forest will begin in April.

Prin. Frank R. Meinecke will return to Cashton with a good salary increase.

Nels Sorensen, present principal at Loyal, will head the St. Croix Falls schools next year.

E. G. Lange has been re-elected to his position as superintendent of the Waupaca city schools.

A religious and social welfare club has been organized by men of the Eau Claire normal school.

Appleton is working out a uniform salary schedule which they hope to be able to put in operation the next school year.

Supt. R. E. Brasure will return to Rhinelander next year. He was unanimously re-elected with a $500 increase in salary.

The new school building for Durand which has been under construction since last fall, is now completed and ready for occupancy.

The teachers' committee of the Ashland board of education has recommended salary increases ranging from $50 to $200 for all teachers.

David Newberry, present superintendent of schools at New London, is not a candidate for re-election. We have not learned of his future plans.

Simon H. Wehrwein, principal of the Jefferson school, Manitowoc, for ten years, has tendered his resignation which will take effect immediately.

Berlin has provided for a bonus for all teachers who attend an approved summer school and can furnish credits for work done. The bonus is to be $75.

Miss Nora Culligan, for twenty-five years a teacher at the Longfellow school in Madison, died at the family residence March 25th after a long illness.

E. H. Miles, Fort Atkinson, was elected president of the state school board association at its annual meeting held in Madison during the early part of March.

Although plans for the proposed vocational school at Green Bay have been approved, the financial condition of the city will not permit of its erection this year.

Stevens Point has adopted a new salary schedule similar to that in effect in Beloit. A bonus is provided for teachers who do summer school work at some accredited school.

Prin. N. A. Peterson, of the Longfellow school, Sheboygan, has accepted an offer of the principalship of a fine new consolidated school at Thirty-first street and Zurnham avenue, Milwaukee.

According to a ruling from the attorney general's office, a member of a school board may not be a book agent. The reason given, which is obvious, is that he might further his own interests thereby.

Lieut. Col. T. R. Farrand, who has been acting president of Delafield Military academy, was appointed permanent head of the school. He succeeds Dr. Sidney Smythe who died very suddenly.

High schools of Fond du Lac, Dodge, Washington, and Sheboygan counties have formed a league for the promotion of athletics. Several contests have been arranged for the spring months.

At the state oratorical contest held at Milwaukee in March, Melville Bright of the Stevens Point normal school won first place and will represent Wisconsin at the interstate contest which will be held later on.

In Langlade county 45 rural schools are equipped with phonographs. This is a larger percentage than in many of the wealthier and more settled counties of the state, according to Co. Supt. Bertha M. Moss.

Supt. H. C. Snyder, Stevens Point, who was re-elected for next year, has offered his resignation in order that he might devote his entire time to the operation of a garage in which he has been interested for some time.

Supt. C. C. Bishop, who was engaged for a term of three years as superintendent of the Oshkosh city schools two years ago, has received a $500 increase in salary for the next school year which places his salary at $5000.

District contests in shorthand, typewriting, penmanship and rapid calculation are being arranged by the Whitewater normal school to be held April 28. The state contest which is held at Whitewater will occur May 12.

Robert Erickson, who has successfully coached the Wausau athletic teams during the past season, is not a candidate for the position next year. He will return to general engineering work, in which occupation he was formerly engaged.

A. J. Hutton, Waukesha, who was at one time connected with the Whitewater state normal school, superintendent of the industrial school for boys at Waukesha, and leader in school affairs for many years, died at his home in Waukesha, March 18.

Another pioneer county superintendent has announced his intention to retire from school work at the end of the present year. L. D. Roberts, who has supervised the schools of Shawano county for thirty-four years will not be a candidate for re-election this spring.

At a rural school near Oconto, school children put into practice some of the instructions which they had received to be used in case of emergency, when they threw snow on the burning walls of their school, thus checking the flames until help could be secured.

C. R. Rounds, present superintendent of the Shorewood schools, Milwaukee, will not return next year. Newspapers have connected his name with the presidency of the Milwaukee normal school although Mr. Rounds says that there are no grounds for such reports.

A peculiar accident, which might have been serious, occurred at West Bend during a severe storm when a large brick chimney at the high school blew over and crashed through the first two floors of the building. It was necessary to suspend school until repairs could be made.

At the state basketball tournament held at Madison, March 22, 23, and 24, the Wisconsin high school, Madison, won first place. Oshkosh high school was second and La Crosse, third. The contest was one of the closest ever held and the victors did not carry off the honors without a struggle.

In a recent address delivered by Pres. Asa M. Royce of the Platteville normal school he made the statement that algebra ought not to be a required subject in high schools. He contends that higher mathematics should be required only of those students who will make some use of them after leaving school.

Schools about the state are holding courtesy weeks. Special emphasis is being placed upon the ordinary courtesies of every day life many of which are apt to be overlooked especially by young people. Parents are cooperating with teachers by requiring the same observance of these courtesies at home.

Settlement of the case of Miss Nellie Briquelette against the Door County Fair association, which was scheduled to be heard at the March term of court, was arranged without coming up for trial. The defendant paid Miss Briquelette's doctor bills and also compensated her for the time lost due to the accident.

Miss May MacQueen has filed suit for back pay alleged to be due her from the Marshall Union Free high school. Miss MacQueen claims that another teacher was appointed to fill her place while she was temporarily absent on account of illness and that she was not permitted to resume her work when she recovered.

During the past winter an unusual amount of damage by fire has been done to school property about the state, both in rural communities and in cities. Hartford just lost one of its grade buildings, and Rewey its high school. In most cases immediate steps have been taken to replace the burned structure with an up-to-date modern building.

Assemblyman Koenigs of Fond du Lac has introduced a bill into the legislature which aims to prohibit the teaching of any foreign language in the schools of Wisconsin. The reasons given are that a saving of between a quarter and a half million dollars could be made by the state and also that there can be no need for such courses of study in our schools.

The eighteenth annual convention of the Western Wisconsin Teachers' association closed March 16, after a most successful meeting at La Crosse. Miss Harriet Hutson, county superintendent of Monroe county, was chosen president of the organization. A number of resolutions were passed, among them one unholding the teachers' retirement law.

Prin. Pearl Clemens of the Hanover Street school, Milwaukee, has just been awarded a distinguished service medal by the war department. His services as assistant chief of staff of the 32nd Division were considered of inestimable value to the govern-

ment during the war and the award which he has received is granted in recognition of the work which he did at that time.

The school board at Madison voted to distribute $10,000 in salary increases to the teachers of the Madison schools. The greater portion of this amount will go to the graded school teachers. The board has adopted a policy of equalizing all teachers in the city, placing the graded schools on a level with high school teachers, so that instructors of the same training can be secured for the elementary grades.

Copies of the "Purple and Gold", Ashland, the "C. H. S. Tackler", Columbus, "The Purple and White", Kiel, and bulletins from the Racine-Kenosha county training school, the superintendent of Columbia county, and of Sauk county have been received. Limited space will not permit us to review each paper as it deserves but we assure the editors that we have enjoyed reading them and hope to receive others before school closes.

Miss Esther Eiffler, who teaches a rural school in Waukesha county, has a modern building in which to work. The school board provides janitor service and an extra person to clean the building. Miss Eiffler has just signed a contract to teach the same school next year at $180 per month. Perhaps if all rural school would offer the same inducements, it would be less difficult to secure trained teachers who measure up to city standards.

A recent issue of a Tomahawk newspaper was entirely gotten out, as far as news, editorials, special features, and proof reading was concerned, by members of the senior English class of the high school. The editor of the paper commended the students for the splendid work done and stated that he was highly pleased with the finished production. Other schools might try out this method of securing practical experience in journalism.

Mauston high school has been placed upon the accredited list of high schools in the North Central association. Supt. Hugh Bonar has introduced new courses and revised the curriculum to meet the requirements of the state department. He has also systematized the report records so that much detail work is eliminated. In the two years of his administration much new equipment has been added and the school thoroughly reorganized.

The Beloit school board has returned to the regular salary schedule which was suspended last year. The schedule allows $1000 to normal school graduates entering upon their first year of teaching; $1,100 to those who have had an additional year of training; $1,200 for university or college graduates; and $1,300 for those having one year of post graduate work. Upon this basis, seven yearly increases of $50 each are allowed for satisfactory work. Exceptionally successful teachers may go above this maximum.

Eau Claire has adopted a policy of retrenchment for the next school year. The superintendent has been instructed to reduce the number of teachers in the grades wherever possible. The school board also decided to engage only one music supervisor, to eliminate the $500 for the athletic coach, to discontinue the work of sewing in the fourth, fifth and sixth grades, and to shorten the school year to nine months. What effect these retrenchments will have upon the teaching force of the city is problematical.

In the January issue of the Journal we published a list of the winners in the high school newspaper contest held at the Inter scholastic press association meeting in December. Since then we have learned that "The Flashlight" of Wisconsin Rapids won first place in the contest of all papers entered from high schools with enrollments of 600 pupils or less. Miss Hazel Foltz is faculty manager of this paper. A copy of the March issue which has come to our desk convinces us that this little paper merited the honor which it received.

In Stoughton at the beginning of the school year, the teachers were called together and a teachers' organization created. Dues were fixed at $5.00 per year. Memberships to the Wisconsin Teachers' Association were paid from this and later on, membership to the Southern Wisconsin Association. From time to time speakers were brought in to address the teachers and expenses were met from the treasury of the organization. One or two parties have been held and the organization has paid for these, too. Superintendent Roberts feels that this excellent scheme for getting the teachers into harmony can well be tried in many of our school communities.

"Now Jimmy," said the teacher, "what is the difference between 'human' and humane?' "

Jimmy thought deeply for a moment.

"Well," he said, at length, "suppose you had two pieces of candy and a hungry little dog grabbed one from you. If you gave him the other piece, you would be humane; but if you threw a stone at him, you would be human."—Everybodys.

CAKEEATER VERSUS FLAPPER

In a recent issue of the Journal we published a parody entitled "Flapper" which has brought forth the following efforts upon the part of students of the Door-Kewanee normal school. We have no come-back and are willing to admit that the flapper can hold her own in more ways than the lines we published would indicate.
Here they are:

Blessings on thee little man,
Hollow-eyed and moonshine-crammed,
With thy pale face, paler yet,
From the beastly cigarette;
With thy slow unsteady gait,
Which proves the hours you keep are late.
At the flapper maid your scorn you hurl
But I'm thankful I'm a Girl.

Blessings on thee little man;
You who drinks as no-one can,
With thy cigarette stained lip,
And thy bottle on thy hip,
With thy straight hair, straightened more,
Smeared with vaseline from store;
And thy love for pool and crap
Makes some flippy flappers flap;
You may have "cake-eater's" fame;
But I'm glad I'm just a dame.

POOR SPELLING DUE TO DEFECTIVE VISION.

Poor spelling, even among the well-educated, is due largely to poor eyesight in early life. To spell correctly is truthfully to recall shapes and sizes which were photographed upon the brain through the eyes. When the material is wanted for use, the brain must give the information it contains. If the eyes have not photographed a perfect likeness of the word or words, your knowledge is incorrect.

If, when you were a child at school, the word "decadence" looked like "Decad*a*nce", the image on your brain showed an *a* instead of an *e*. Thus, all through your life when you wanted to spell that word, the *a* is recalled from your storehouse of pictures, your brain, and you are confused as to the proper spelling.

To overcome poor spelling, proper care of the eyes should be one of the first thoughts of parents and teachers. Every school boy and school girl should receive thorough eyesight test and any defect of vision corrected. By such methods, poor spelling can be greatly reduced among children. It is too late to make good spellers out of adults.

The correction of defective vision and relief of eye strain will promote a more efficient race of men and women because poor eyesight, to a great extent, is responsible for many thousands of inefficient Americans.

BOOK REVIEWS

The Honesty Book—A Handbook for Teachers, Parents, and other friends of Children. By National Honesty Bureau, 115 Broadway, New York City; William B. Joyce, Chairman; William Byron Forbush, Managing Director. Published by J. J. Little & Ives Company, New York City.

General Science—By Garfield A. Bowden, Head of the Department of Sciences, University School, Cincinnati, Ohio. Publishers—P. Blakiston's Son & Co., 1012 Walnut Street, Philadelphia, Pa.

Chip Carving—By Harris W. Moore, Supervisor of Manual Training, Watertown, Massachusetts. Publishers—The Manual Arts Press, Peoria, Illinois.

Easy Steps in Reading—By Ida Coe, Assistant Principal, Public Schools, New York City, and Louise Specht, Assistant Principal, Public Schools, New York City. Price $0.56.

Carpenter's New Geographical Reader—North America. By Frank C. Carpenter. Publishers—American Book Company, Chicago, Illinois. Price $1.00.

Carpenter's New Geographical Reader—Europe. By Frank C. Carpenter. Publishers—American Book Company, Chicago, Illinois. Price $1.00.

History of Our Country—By Reuben Post Halleck. Publishers— American Book Company, Chicago, Illinois. Price $1.60.

New Essentials of Biology—By George W. Hunter, Professor of Biology, Knox College, Galesburg, Illinois. Publishers—American Book Company, Chicago, Illionis. Price $1.68.

The Three of Salu—By Carol Della Chiesa. Publishers—World Book Company, Yonkers-On-Hudson, New York. Price $1.00.

Father, to Daughter—What are you reading?

Daughter—"The Last Days of Pompeii."

Father—Is that so? What did he die of?

Daughter—I believe it was an eruption.

—Moderator—Topics.

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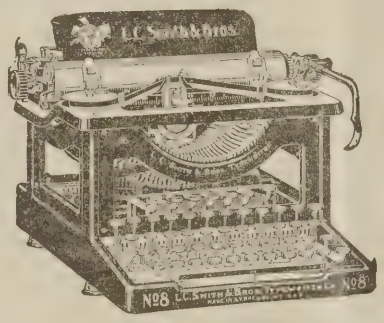

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The Wisconsin Journal of Education

ESTABLISHED 1856

VOL. LV MAY 1923 NUMBER 5

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Strong Opinion by Justice Walter Owen

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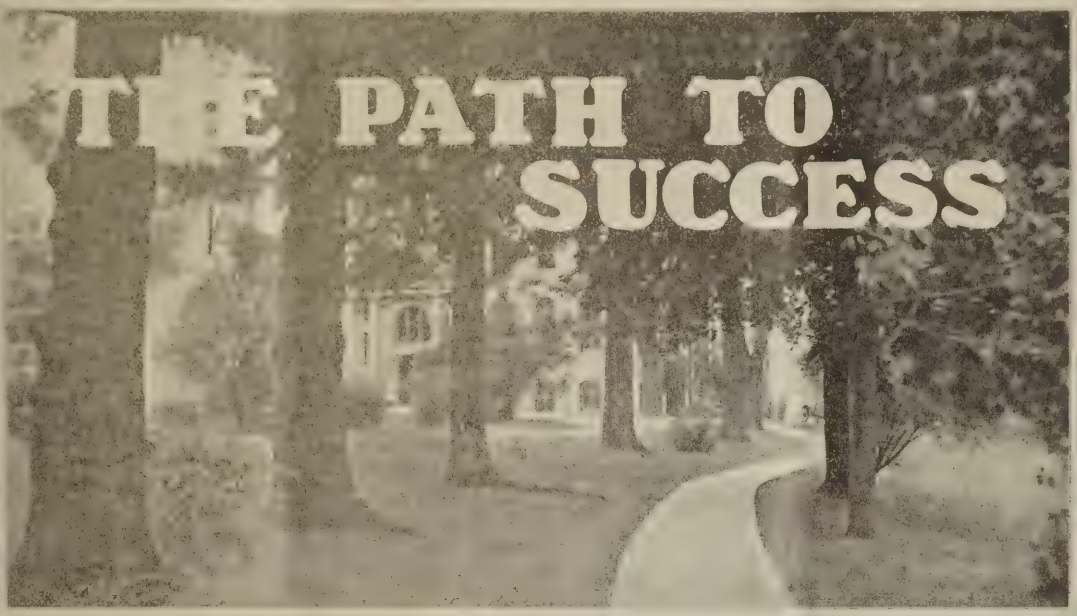

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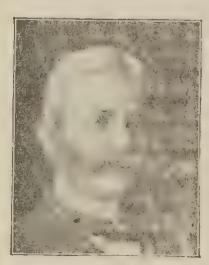

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FOR THE TEACHER, THE SCHOOL, AND THE STATE

ESTABLISHED 1856

VOL. LV MAY 1923 NUMBER 5

SOME HIGH SPOTS IN THE SUPREME COURT DECISION ON THE STATE TEACHERS' RETIREMENT LAW

By R. E. Loveland

History of the Dudgeon Case

Original jurisdiction. This is a mandamus action wherein the original jurisdiction of this court is invoked to compel payment to relatrix of a certain warrant for a death benefit which she claims as the beneficiary of Richard B. Dudgeon, deceased, pursuant to the terms of the teachers' retirement act.

Prior to his death Richard B. Dudgeon was engaged as a teacher in the public schools of the state of Wisconsin for a period of forty-six years. He was so engaged at the time of the enactment of ch. 549 of the laws of 1921, known as the teachers' retirement act. At the time of his death he was a member of the teachers' retirement fund which was created by that act. Prior to his death he had duly designated the relatrix, who is his widow, as his beneficiary under that act. After the death of said Richard B. Dudgeon said relatrix filed with the annuity board, provided for by the terms of said retirement act, her election to take the death benefit payable to her as the benficiary of Richard B. Dudgeon, deceased, in a single sum, as she was privileged to do under the terms of the act. Thereafter said annuity board computed and determined the amount due the relatrix as and for said death benefit to be the sum of $17,477.74, and passed said claim, accompanied by the certificate of said board, to the secretary of state for audit, in the manner provided by law; the secretary of state duly audited said claim at said sum, issued his warrant therefor and delivered the same to the state treasurer for payment. The state treasurer refused to pay the same, claiming that under the terms of the law the relatrix was not entitled to certain accumulations computed upon the service of the deceased prior to the time of the enactment of the law, which said accumulations with interest amounted to $16,695.74.

An alternative writ of mandamus issued out of this court, addressed to the state treasurer, commanding him to pay the warrant issued by the secretary of state for the beneficiary's claim or to show cause for his failure so to do. The state treasurer moved to quash the alternative writ of mandamus.

Questions before the Court

OWEN, J. Two questions are presented: (1) the proper construction of certain portions of the teachers' retirement act; and (2) its constitutionality. An understanding of the spirit and purpose of this and similar laws will be helpful in solving both questions.

Advantages of Teachers' Pension Laws

One of the major functions of all government is to promote an efficient educational system. For many years public attention has been drawn to the fact that our schools are not equipped with experienced teachers. Countless individuals enter the teaching profession during the early years of their lives only to drop out after a brief experience and enter more inviting and remunerative vocations. Although the state maintains teachers' training schools and normal schools for the purpose of qualifying teachers to render efficient service in the schools of the state, the brief tenure of service rendered by those who are thus educated, is most discouraging, and the state fails to reap a proportionate benefit from the money thus expended. The reason is apparent. The teaching profession does not yield the remuneration afforded by other vocations requiring much less knowledge. It is briefly followed by many merely as a stepping-stone to acquire a little experience and to enable them to place themselves in some other business or profession. Thus the great number of our teachers are young and inexperienced. Those who have given serious thought to the problem agree that if those who have once entered the profession are to remain therein, the profession must yield a competence in old age. Even though the spirit of devotion and self-sacrifice to laudable and noble work be deeply implanted in some, that instinct of human nature which enjoins us to make use of our years of strength and power to provide for the infirmities of age, operates as a restraint upon their altruistic indulgencies. A calling or profession will attract and hold men of intelligence, ability and devotion only so long as they recognize that the avenue of promotion is open to them and that security is afforded against the risks of life. A certain measure of economic independence should be the reward of one who labors loyally and success-

fully in a profession or other field of employment. The prevailing salaries of teachers have not been sufficient to accomplish this result. Because of the discouraging consequences resulting to our educational system from the brief tenure of service on the part of those whom the state had educated for the work, there has been and is a growing sentiment that the teaching profession must be made more attractive by rewards of a material nature to induce a longer tenure of service. As a phase of that broader social philosophy which has come to demand that an employe who has given the services of a lifetime to an employer be provided for in his old age, public thought has crystalized upon the idea that teachers who render society service of the highest order shall not wear themselves out and be summarily dismissed from the service without something in the nature of a provision for the support of themselves and their dependents. It is recognized that this protection should be more definite and dignified than that of common charity. This belief finds expression in so-called teachers' pension laws providing a fund created by the contributions of the teacher and the state. The result sought and hoped for is an encouragement of thrift on the part of the teacher and a more devoted, contented and continuous service, thus benefiting both the teacher and the public.---------

In Bulletin No. 12 issued by the Carnegie Foundation for the advancement of teaching in 1916, we are told that Belgium, France, Great Britain and Ireland, Italy, Greece, Russia, Holland, Denmark and Sweden, Germany, Austria-Hungary, New Zealand, Japan, South America and South Africa have had teachers' retirement systems for many years. In the United States, however, such systems have but a brief history. The first system for city school teachers was established in Chicago in 1893. At the time of the issuance of the Bulletin there were 21 state pension systems, while four other states had general laws permitting local bodies to set up plans. ----------

Wisconsin Law Established

Our first attempt along this line was in 1911, by the passage of ch. 323. In 1919, the experience under this law bespoke for it the all-too-common fate of systems then in operation, namely, its insolvency. A legislative committee was appointed to ascertain the status of the fund from the standpoint of its solvency and to make recommendations concerning the future policy of the state with reference thereto. It was found that the benefits promised by the law of 1911 far exceeded the provisions made for the meeting of such promises and that the fund was hopelessly insolvent. This resulted from the fact that the original law was constructed without any reference to actuarial principles and without the benefit of retirement experience. The committee submitted to the legislature of 1921 a comprehensive report upon the subject and the recommendation of legislation which it was thought would place the fund upon a solvent basis and secure to the state and the teachers the results which a thorough going pension law is intended to secure. This resulted in the enactment of ch. 459 of the laws of 1921 known as the teachers' retirement act and which appears in the revised statutes as secs. 42.40 to 42.54. ----------.

We are now coming to the vital question of construction involved, and it is important to bear in mind that here is an express declaration that if a teacher dies while in the service the estate of the member is entitled to the full amount of his accumulations in the retirement deposit fund arising both from the individual and the state deposits.---------

Relator's decedent died while in actual service. He was a Class A member of the fund. The exact question is whether the relator, who is the designated beneficiary of the death benefit accruing to the deceased member from the fund, is entitled to recover the amount of the computation provided for in sec. 42.51 in addition to the deposits both individual and state which have been actually paid into the deposit fund. The state maintains that she is not, and that she is entitled only to the amount actually paid into the deposit fund with its accumulations. This contention is based, as we understand it, first, on the language of sec. 42.50, which provides, "Such death benefits shall be the full amount of the accumulation in the retirement deposit fund to the credit of the member from all member's deposits and all state deposits and interest thereon;" it being argued that this death benefit does not include the computation for prior service provided by sec. 42.51. The literal interpretation of subd. 3 of sec. 42.51 is also insisted upon. It is said that that provision augments only the benefit to which the *member* himself may be entitled, and that a deceased member is not entitled to any benefits. In other words, that subd. 3 of sec. 42.51 does not increase the benefit to which the estate of a member is entitled. Sec. 42.50 which provides that the death benefit shall be the full amount of the accumulation in the retirement deposit fund to the credit of the member

from all member's deposits and all state deposits and interest thereon, plainly reveals a legislative purpose to clothe a member with rather complete title to the state's contributions—a title which passes to his estate upon his death. This is a general provision applicable to all future entrants and intended to obtain throughout the years. It affects the dominant class which the legislature had in mind.

The difficulty arises from the fact that after drawing the law applying in general terms to future entrants, those already in the service received special consideration, hence sec. 42.51 which, upon a cursory reading at least, indicates a legislative purpose to accord those already in the service the same benefit from the act to which they would have been entitled had the act been in full force and effect during their entire teaching experience. Subd. 3 provides that when such members shall become entitled to any benefit derived from the accumulation of state deposits, the benefit shall be increased, etc. It does not in express terms say that the benefit accruing to the *estate* of the deceased member shall be increased. It will be conceded, we think, that a construction of the term "member" to include his estate would be neither an unnatural or violent construction of the language, even in the absence of considerations to which we shall allude indicating that such was the legislative intent. The attorney general concedes that if Mr. Dudgeon had withdrawn from the service prior to his death he would have been entitled to an annuity based on the computation for his prior service. The position of the state, therefore, is, that while Mr. Dudgeon would have been entitled to the increased annuity had he abandoned his post and deserted the service, his devotion to duty and ministration to the best interests of the state forfeits the benfit to his estate because he died in service. Such a construction of the act would defeat its very purpose as such purpose is revealed not only by a consideration of the entire act itself but by a perusal of the report of the legislative committee pursuant to which the law was enacted. That report, in common with all well-considered expressions upon the subject, emphasized the desirability of long-continued service, and criticised the act of 1911 because it encouraged an early retirement after reaching the retirement age. *If the construction for which the attorney general contends is to be accorded the provision under consideration, it becomes apparent that the interests of the members of Classes A and B who have reached a retiring age demand that they withdraw from the service and make secure their title to the accumulations for past service.* This would defeat the very purpose of the act. This would subject the act to the same criticism indulged by the committee with reference to the act of 1911. It was not the purpose of the act to drive old and experienced teachers out of the profession but rather to hold them in the profession until their services have ceased to be useful to the state, at which time the state may retire them without reluctance, because the fund provides or contributes to their comfortable support. *It so happens that a number of our noted educators have recently died* making a serious present demand upon the fund. No doubt they died in the belief that their beneficiaries would be entitled to the accumulations computed for their past services. *They remained in the service because the state desired their service. They were valuable to the state. It was the purpose of the law to encourage them to remain in the service.* If the law were to have a contrary effect it would seem better that it had not been passed at all. From a consideration of the entire scope and purpose of the law we can discover no reasonable hypothesis upon which the legislature could have intended to concede this benefit to one who retires from the service and deny it to the estate of one who responds to the very purpose of the law and bestows upon the state the benfit of his experience and service. A reference to the report of the legislative committee indicates that this matter was given most comprehensive consideration. An actual census of the teachers so far as possible was taken. It was taken with reference to the teachers of the public schools, the normal schools and the university. Tables and computations without number are set forth showing the number of teachers, their ages and the period of their teaching service and the amounts necessary to meet the probable annual calls upon the fund for such accrued liability.

There is no suggestion anywhere, either in the law or in the report of the committee, that savings will inure to the fund from the death of members while in service, after the manner of lapsing policies—a despicable practice which insurance companies were compelled to abandon long ago. A study of the report of the legislative committee reveals their assumption that all accrued liability will be paid and justifies the conclusion that in their opinion the fund for which they made provision will be sufficient to meet all such accrued liability. It should

not be forgotten that the amount which relatrix claims is but the present worth of the annuity to which the decedent would have been entitled had he withdrawn prior to his death. The draft upon the fund is no greater than had he taken advantage of his conceded right and retired before his death. The only difference is that it is now paid in a lump sum instead of a variable number of payments. The amount paid by the state would have been the same eventually had the decedent withdrawn prior to his death. To be sure, the draft upon the fund is greater presently, but it is equal in the long run. Although it is not expressly declared in subd. 3 of sec. 42.51 that the estate of a member is entitled to a benefit from computations for past service, we think it is plain from the entire act, considering its spirit and purpose, as well as from the report of the committee, that the legislature intended to vest existing teachers with the same title to the accumulations for their past services under sec. 42.51, that it accorded future entrants to the state's contributions by sec. 42.50, and that the same benefits inure to the estate of a deceased member in both instances.

By the Court,—The motion to quash is denied. Unless a return is made to the alternative writ within ten days, a peremptory writ of mandamus as prayed for will issue.

Constitutionality of the Law

We come now to consider the objections urged against the constitutionality of the law. Owing to the belief entertained by the attorney general that the law was in all respects constitutional, the Governor appointed William R. Curkeet, Esq., as special counsel to challenge the constitutionality of the law and to present in that respect such objections as he might deem pertinent. Such special counsel contends that the law appropriates public moneys for a private purpose and is violative of sec. 26, art. IV, State Constitution, which provides that "the legislature shall never grant any extra compensation to any public officer, agent, servant or contractor after the services shall have been rendered or the contract entered into, nor shall the compensation of any public officer be increased or diminished during his term of office." As we have seen, the law provides pensions for teachers already in service, the amount of which pension is computed with reference to the entire service of the teacher, —the period before the enactment of the law as well as the period thereafter. This is a feature claimed to vitiate the law. It is not seriously contended that the law appropriates public funds for a private purpose or grants extra compensation so far as those engaging in service subsequent to the enactment of the law are concerned, but it is urged that the provision referred to operates to accomplish both results with reference to the teachers in service at the time of the enactment of the law.

Such a contention misconceives the purpose of the law, which is to promote a higher efficiency in the educational system of the state by retaining in service seasoned and experienced teachers. Bearing in mind that our constitution is not a grant of, but a limitation upon, legislative power, it is apparent that the legislature may adopt any and all measures which in its judgment will promote the efficiency of the schools and other educational institutions of the state unless prohibited by some express constitutional provision.

"Generally, the whole subject of education is for legislative consideration and control, and it is for the legislature to determine, within other constitutional restrictions of its power, in what manner and by what means schools and the means of education shall be encouraged. It is not contended, and cannot reasonably be claimed, that the legislature may not establish a system, both for primary and other public schools, which shall fix the pay, or the salary, of public school teachers, with regulations relating to the age, period of service, and retirement of teachers. If it may do this, it may likewise determine whether it is wise and in the general interest of education that in the system it establishes provision be made for retired teachers whose qualifications for teaching, periods of service and salaries it may control. Having made such a provision, it is for the courts to determine whether the legislature has traveled beyond any other constitutional limitation upon its powers."

If in its judgment the pension system will induce experienced and competent teachers to remain in the service, and that thereby the cause of education will be promoted, the money or funds appropriated for the payment of pensions is appropriated for a public purpose unless the court can say that the pension system will have no such result. This the court cannot do. As already pointed out in this opinion, public sentiment has rapidly crystalized upon the proposition that the pension system does have this result. This is apparent from the conclusions announced by learned students and investigators upon the subject, and is further evidenced by the fact that twenty-five states have enacted legislation along this line.

"Public interest is subserved, not only by inducing persons who are not in the public service to enter, but as well as in inducing competent persons already in public employment to continue in it and to render better service, so that they may secure such continuance. Teaching should be made a vocation instead of a stepping stone to another profession, and anything which tends to make the present educational force so regard it is a distinct public benefit."

Of course if our attention be directed only to the teachers who have been the longest in service, who may serve but a short period in the future, the annuity to which they will be entitled based on their prior service seems somewhat out of proportion to the future service to be expected of them. But the law cannot be tested by considering only the extreme case. The legislature saw fit to place those who were already in the profession in a class by themselves and accord them separate treatment. If attention be directed to those teachers of but short prior service the comparative benefits will not seem so disproportionate. It will be seen that the increased annuity resulting from the prior service of a teacher who has served but three or four years and who must fill out a complete service of twenty-five years before he becomes eligible for retirement, is almost negligible. Taking the class as a whole and considering the averages rather than extreme cases touching the border line of the class, it can be said, we think, that the amount which the state will be called upon to expend on account of prior service is not disproportionate to the public benefit resulting from the sustained or additional interest and devotion of the entire corps comprehended within the class. As we view it, the annuity based on past service is not intended to be, or operate as, compensation for past service. It was rather intended to be, and in fact is, an inducement to the seasoned and experienced teacher to remain in the service and give the public the benefit of his experience. We think there was plenty of room for the legislature to determine that the ultimate success of the pension system itself required special consideration of those constituting the educational forces of the state at the time of the enactment of the law, not as compensation for prior service but rather as an inducement to them to remain in the service, to the great benefit of our educational institutions.

Does Not Take Property of the Teacher

It is said that the act takes the property of the teacher without due process of law. It does not take the property of the teacher without due process of law. The state simply prescribes certain features of the contract to which any teacher engaging to teach in the public schools of the state must subscribe. This not only the state but any individual entering into contractual relations has a right to do. The teacher is at perfect liberty to decline to contract in accordance with such terms. The state simply says, "if you do contract to teach in the public schools a certain portion of your stipulated salary will be deducted and paid into this fund. It will be treated as a deposit for your benefit and returned to you under certain conditions. If those conditions are not complied with, you must consider your salary the net amount remaining after this deduction is made." It is not a taking of property in any sense.

It is further said that the act denies the equal protection of the laws, in violation of the federal constitution, in excluding from its benefit and operation the teachers of the schools of Milwaukee, for whom a special pension system has been maintained since the enactment of ch. 453 laws of 1907, under consideration in State v. Carey, 191 N. W. 546. We do not regard this law as a police regulation. It is a law intended to promote the educational interests of the state. It relates to the conditions upon which the public will contract with those undertaking to teach in the schools of the state. As there is no constitutional requirement that such contract shall operate uniformly throughout the state, the state is at perfect liberty to prescribe one form of contract in one county and another form in another county, or one form of contract in one educational institution and a different form in another. But if the law *were* construed as a police regulation, there is abundant basis for classification. The public school system of Milwaukee has many distinct features appropriate to its metropolitan character. The statutes provided a pension system for it before the state pension system was adopted. This system itself resulted from the distinctive character of Milwaukee's school system. It is unnecessary to call attention to its many distinguishing characteristics. We may say, however, by way of illustration that our attention is called to a bill now pending in the legislature to extend to other cities of the state the provisions of a statute peculiar to Milwaukee prohibiting the discharge of a teacher after a certain tenure of service without cause and without a hearing. The objection that the act denies the equal protection of the law cannot be sustained.

SCHOOL DECISIONS FROM THE DEPARTMENT OF PUBLIC INSTRUCTION

A school board that directs the teacher to send the children of a family home and not permit them to come to school any more because of differences between the board and the father of the family not only places the members of the board as individuals, but probably the district, in a position to be successfully sued for damages or punishment under the provision of the statute which says: "Any officer or board of any school district who shall wilfully violate any provision of law authorizing or requiring anything to be done or who shall be guilty of any wrong, extortion, or oppression shall be punished by imprisonment not more than one year or by fine not to exceed five hundred dollars." School boards must have some good and substantial reason for denying school privileges to children. This is especially true in cases where children are subject to the compulsory attendance statute.

* * *

Before a suit may be successfully brought to collect payment on a school order, the order must be presented to the treasurer for collection. If the order is for the payment of some unusual service, or some unusual purchase, such as maps, charts, furniture, etc., concerning which the treasurer has not been consulted, he cannot be compelled to make payment until he has informed himself concerning the service or purchase and has given his consent thereto. Members of school boards may be held liable as individuals for acts performed in an illegal manner. One elector or one member of a school board is a good working majority when backed by the law and the matter comes before a court.

* * *

A parent who transported his children for four months immediately prior to the close of the school year and also for four months prior to January 1, 1922, has not complied with the requirements of the statute demanding that children shall be transported for at least one hundred days during the school year before the parent shall be entitled to compensation.

* * *

District electors cannot lawfully vote by mail at a specially called school district meeting. The statute does not include school districts among the municipalities designated and in which absent voting is privileged.

* * *

The boundaries of school districts indebted to the state trust funds cannot be effectively changed without the written consent and adjustment of the indebtedness by the land commissioners.

* * *

A voter who has for some cause received some aid or support from the town or village in which he resides is not a pauper within the meaning of the statute and cannot be deprived of his right to vote at school or other elections.

THE ARBITRARY ENGLISH LANGUAGE

We'll begin with box, the plural is boxes,
But the plural of ox should be oxen, not oxes;
The one fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese;
You may find a lone mouse, or a whole nest of mice,
But the plural of house is houses, not hice;
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
The cow in the plural may be cows or kine,
But the bow, if repeated, is never called bine;
And the plural of vow is vows, never vine.
If I speak of a foot and you show me your feet,
And I give you a boot, would a pair be called beet?
If one is a tooth, and a whole set is teeth,
Why shouldn't the plural of booth be called beeth?
If the singular is this, and the plural is these,
Should the plural of kiss be nicknamed keese?
Then one may be that, and three may be those,
Yet hat in the plural would never be hose;
And the plural of cat is cats, and not cose.
We speak of a brother, and also of brethren,
But though we say mother, we never say methren.
Then the masculine pronouns are he, his, and him,
But imagine the feminine, she, shis, and shim.
So the English, I think, you all will agree,
Is the greatest language you ever did see.

—Chicago Teachers Federation Bulletin.

A Little Too Previous

"We're getting our house all fined up, teacher, we're going to have a funeral at our place."

The teacher knew that the child had an uncle in the hospital critically ill, so she asked, "Is your Uncle George dead?"

"No, he's not dead yet, but he's soon going to be," was the reply.

A New American Foreign Policy

William E. Dodd, University of Chicago

I

Peoples and nations behave sometimes in most contradictory ways. The people of the United States are instinctively democratic and humane. Yet their action or want of action operates at present to defeat democracy in the world and to increase and per petuate the very misery that thousands give money to relieve.

That is democracy blundering along, blundering because most people do not understand foreign affairs; because even the educated and the trained refuse to study international relations, on the assumption that the United States is an isolated country. And while men refuse to study world affairs, they console themselves that this nation is alone free from all blame that Europe and the peoples of the Near East still suffer almost as much as they suffered during the great war! While the fact is that the United States is quite as much to blame for the present condition of Europe as any other nation after Germany. Let us not deceive ourselves.

II

The one thing most Americans believe that is not true is that the United States sought nothing and received nothing at the Paris conference. The United States sought there, in spite of the wishes of the President, a confirmation of the Monroe doctrine. The United States in ways I shall not now describe secured that confirmation, the first time such confirmation had ever been given by any European power. And the Monroe doctrine, as applied since the days of McKinley, with the exception in part of Wilson's administration, means to the United States the same thing that the German proposed "corridor to Constinople" meant to Germany. It meant something quite similar to what the French say when they talk of the Rhine boundary, safety against possible wars.

When Monroe first put out his doctrine, the meaning was clear to all: the United States would go to the aid of all American republics against any encroaching European power. When this country had a population of twelve million people and a wealth of two billion dollars perhaps, its government boldly challenged all Europe on behalf of small and struggling nations. But thirty years later when the population had more than doubled and the wealth increased fourfold the Government of the country changed the doctrine into one of exploitation and annexation of small neighbors. It was the day of the great plantation masters. Fifty years later when the population had grown to ninety millions and wealth had increased to a hundred billions the then President declared the Monroe doctrine meant "to speak easy and carry a big stick." From 1900 to 1913 every little people south of the United States learned to fear and then to hate the people of the United States. The masters of industry were in power. The term: "great American hog" came to be applied to the United States! In Mexico, in Nicaragua, Columbia, Venezuela, Argentine, Brazil, and Chili men talked of the Government of the United States just as in the Balkan states they talked of Prussia. They hated the Monroe doctrine as expressing a policy of economic and even political domination. Great newspapers in leading American cities spoke of annexing Mexico as the most natural and reasonable thing. That was the doctrine, the policy of a great democratic people as expressed by their responsible leaders. It was unlike the German imperial policy only in the rather small matter of form and language. Americans did not talk so violently as did the Germans. But they were really getting the major place in the sun of Mexico and Central America.

III

The masses of people in the United States are not aware of the true nature of their foreign policy as covered by the Monroe doctrine. They do not know their Government is as much hated in Spanish America as was that of Germany in the Balkan region in 1914. Americans have not studied their foreign relations. President Wilson did, however, recognize the true significance of the Monroe doctrine. Although he maintained the hold of the Government upon Central American countries and purchased islands in the Caribbean and Gulf region, he proposed at Paris to convert the Monroe doctrine into a doctrine which all Spanish America, as well as all Europe, would adopt. He would abandon whatever imperialism there was in the American policy. Because he took this position, Wilson found all South America ready to support him at Paris. And because he was willing to subject American policy in the Caribbean Sea to world opinion, he immediately found British and French liberals ready to adopt his view. It was a wise, a democratic, and a far-

reaching policy. It would have left the United States with the canal zone secure, guaranteed by all the powers of the world. And the United States would then have taken her place with those powers in determining the wiser dispositions of the problems of the Dardanelles, of commercial and immigration situations. Most of the Democratic party supported Wilson in this great departure from recent American practice. A large minority of the Republicans lent their support for the time and it looked as if there was to be a newer and a better international understanding.

When the United States Government of 1919 proposed to cast its foreign policies and interests into the common pool at Paris, it was plain that England and France and Italy must do the same. If those powers did that Japan must of necessity do so. The outcome would still have been compromise. But it must have been a very different compromise from that which we see in the peace of Versailles. The United States would give up its "paramount" interest in both Americas. England would allow the size of its navy to become a subject for international determination. France would allow an association of nations to guarantee its safety along its Rhine frontier. Italy would agree not to take and hold the eastern coast of the Adriatic; and Japan must allow the Chinese to have back their great province of Shantung. Those were all great and vital issues, the Monroe doctrine with the rest. International agreement on these matters might have made an end of wars by the substitution of democratic and federal methods for the older autocratic and nationalistic methods. The aims which the American people announced when they entered the great war must have been realized. What happened?

IV

The people of the United States became hysterical over the proposed abandonment of the Monroe doctrine. At the same moment great mass-meetings demanded the maintenance of the doctrine, and at the same time demanded the surrender by Britain of her navy! France must give up her demand for security against Germany. Yet the United States must maintain its hold on strategic positions in Central America. Italy ought not to take all the coasts of the Adriatic, yet the United States must control all the coasts of the Caribbean! That was the talk of millions of Americans, that the contradictory doctrine of the people, in so far as the people grasped the situation. Everybody else must surrender; we must remain mistress of the western world.

When this position became clear, England, never quite willing to abandon her naval supremacy, stood pat for her naval imperialism. France, always doubtful of other people's unselfishness, declared she must have her Rhine boundary. And Italy demanded more than even the secret treaties had promised her. Thus, if the United States must guide, if not domineer, the whole of Spanish America, all the European nations must fall back upon their slough of ancient balances of power and national exploitations. This is the plain state of facts. Yet the people of the United States believe till this moment that their representatives asked nothing at Paris; that the United States alone was unselfish, that all others were selfish and imperialistic. It is time that we, as a self-governing people, recognize the true state of things and take our share of the responsibility for what has befallen the world since 1919.

Wilson fought manfully at Paris. He dreaded to make demands for the exemption of American spheres of influence, the Monroe doctrine; but under pressure he did so. Messrs. Bryan, Taft, Root and Cardinal Gibbons sent cables demanding that he yield not an iota of the Monroe doctrine. The Germans, the Irish and the stalwart Republicans all joined the outcry. The other nations yielded. The Monroe doctrine was exempted from all international scrutiny. At once Japan set up its Monroe doctrine; France fell back upon its annexation of all German lands west of the Rhine; England must have her invincible navy; and Italy made outcry for Fiume, for a strangle hold upon the Balkan States. Each nation was to have its Monroe doctrine. Germany and Turkey were not to have Monroe doctrines.

This looks like a sorrowful spectacle. It is just what happened. Nor have I exaggerated the matter. The Monroe doctrine means to the United States economic, if not political leadership in Mexico, Central America and the Islands of the West Indies. It means what men call "safety." The vast British navy means "safety." The Rhine boundary means "safety" to France. And all the shores of the Adriatic spell "safety" to Italy. And that is what is meant now by the Facisti movement. We have our Caribbean region; they must have their Adriatic region. Any student of the greater problems involved in the world war will agree that these comparisons are real. If they are, the American Government surrendered

nothing at Paris; it received guarantees of its vast sphere of influence, its corridor to the Panama Canal.

V

But France was denied her Rhine frontier. She procured instead her vast reparations promise. The United States assented unwillingly to that. England assented rather willingly to the impossible agreement. But the United States had what her people demanded. The English people had their navy. Italy made a monstrous outcry when Wilson refused her what she demanded. The United States took the Italian side and rebuked Wilson for refusing Italy what she wanted. That was at least consistent. Yet after defeating the French demand for the Rhine boundary and setting up a formal treaty that was to protect France, the United States repudiated the agreement.

When France found she had really accepted what could never be delivered, her leaders cast about for alliances and planned for safety. They rebuilt their wartime army, largely of Moroccoan black troops. Now these are Mohammedans and attached to the Turks. But the Turks, like the Germans, were not to "get anything" out of the pool. The Moroccoans would not quietly obey the orders of their French masters if their religious brethren of Turkey were kept out of Constantinople. To keep the peace in Morocco and to keep her new army intact, France came to a secret understanding with the Turks. The result is Turkish atrocities all over the Near East; Smyrna. When England failed to compel Germany to deliver to France the impossible billions, French statesmen turned slowly and regretfully to the Bolsheviki and asked them to join Turkey and France and drive Britain out of the Near East, for that is what recent events in that region amount to. France, the great Mohammedan world and the Bolsheviki of Russia are now quietly coming into a diplomatic union because France failed to get security at Paris. The Turks go back to Constantinople. The Greeks are driven hither and thither by the winds of ambition. Italy bestirs herself to re-demand all the coasts of the Adriatic. And next we may expect the imperialists of Germany to rise up and overcome the weak and declining Government that was set up in Berlin by the democratic elements of that country in 1918. Then Germany will look for an ally in England against France. And both England and Germany will be called upon to take Italy under their wings, leaving the Balkans to their uneasy fate. Alliances, secret diplomacy, imperialism—in the Americas, in the Near East, over the war-stricken area of Europe. That is the dismal outlook four years after the armistice.

It is a sorrowful tale. If historians could only say the United States bears no responsibility. If we, as a people, could only escape the verdict of history! There are those among us who foresaw this outcome. There was one great American who warned and besought men everywhere. He is more hated by the prominent people of this country than is the Kaiser by the Germans. The policy which misled our people is now more popular than ever. And both our great political parties close their eyes to the facts both on the American side of the world and the European. Officials and leaders everywhere declare with one voice: "At any rate we are not responsible; let Europe imitate us, and above all pay us those eleven billions of dollars." If the people of the United States wish to further the cause of democracy in the world they must study afresh and with more interest their foreign relations; international affairs are our affairs.

GLAD HE WAS EARLY OF LATE

Rev. George Stuart, the famous Southern evangelist, tells the story of a boy who was in the habit of coming late to school, much to the annoyance of his teacher.

This habitually tardy pupil began to amend his ways and for several mornings was actually early to school. One morning much to the surprise of his teacher, he was the first pupil to arrive at school. The teacher was very much pleased and said to him: "I have noticed that you have been coming early of late, and I am glad to see that you are first at last as you have always been behind before."

Opportunity

Why can't we smile a cheery smile as we tread along together?
What is the use of making worse a spell of rainy weather?
And why not say a joyous word whenever we are meeting—
'Tis always worth as much as others we're repeating.
Or, why not do some little thing to hearten up a brother?
We are so apt to miss the ways of helping one another.
Suppose today we keep watchful eyes, for just these little chances.
For he who seeks a comrade's joy, each time his own enhances.

Compulsory School Attendance in Wisconsin

Taylor Frye, State Industrial Commission

Compulsory school attendance in Wisconsin has an interesting and checkered history.

Agitation for a compulsory law began soon after we became a state and such a law was recommended to the legislature by a committee of the State Teachers' Association in 1865 and again in 1867. The report of the state superintendent of public instruction who was directed by the legislature of 1873 to investigate the subject of compulsory education, shows that there were 55,441 illiterates in Wisconsin ten years of age and over. Of this number 14,538 were between the ages of ten and twenty-one. The report shows that about 50,000 children did not attend any school in the year 1873. This report was followed by a feeble attempt on the part of the legislature to establish truant schools in cities to which children might be committed by courts and justices of the peace. This law proved to be valueless and school attendance decreased after its passage.

A general compulsory law was finally enacted in 1879. This law provided that all children between seven and fifteen years of age should be sent to some public or private school for at least twelve weeks each year. Fines were imposed on parents and guardians for failure to obey the law. Exceptions were made in case of children who were physically or mentally unable to attend school or whose earnings were necessary for the support of indigent parents.

The immediate result of this law was an increase in attendance of nearly 10,000 during the first year of its operation but the enforcement of the law was left wholly in the hands of local authorities and very soon the people learned that the law would not be enforced and that there was no danger in violating it. The result was that after the first year or two the law was a dead letter and had little or no effect in remedying the situation.

Writing of this law in his first report in 1884, Commissioner of Labor Flower says:

> "These school laws were directly in the interest of those who possess little or no property; but there is absolutely no pretence made of enforcing the compulsory clauses. Not even the lists of children of school age required by the law to be prepared by the school boards are ever made and posted, thus openly neglecting its provisions and rendering the compulsory education act inoperative and of no effect."
>
> "This bureau made no investigation which did not show the desirability of, if not the necessity for, an effective compulsory education law, as well as its most rigid enforcement."
>
> "As matters now stand the compulsory education law is a dead letter."

On the same subject, the commissioner in his second report writes:

> "Our compulsory education law is inoperative—has been a dead letter since its enactment in 1879_____ There are about 16,000 officers liable for the enforcement of these laws; and if they would do their duty, I would have little or no difficulty in enforcing the act keeping children under 12 out of factories and workshops. If the law of 1879 is defective, amend it; if it is not defective, enact severe penalties for its enforcement. If it is a good law, it should be active; if bad, it is a shame to have it on the books."

In 1889 in an attempt to remedy some of the defects in the compulsory laws, a law known as the Bennett Law was enacted.

This law was considerably more stringent than its predecessor but its enforcement was still left in the hands of local justices of the peace and police magistrates. One of the provisions of the law that aroused much opposition, provided that under the act no school should be regarded as a school unless there should be taught therein reading, writing, arithmetic and United States History in the English language. This law was made a political issue in the next campaign which resulted in the defeat of the party responsible for its enactment. The legislature of 1891 repealed the law but out of deference to public sentiment, enacted a new Compulsory Attendance Law. This law was made so defective that attendance under it could not be compelled. During the ten year period from 1890 to 1900, as a result of this action the state of Wisconsin fell from 9th to 13th place among the states in point of literacy. The efforts of the state to regain its lost position were slow and toilsome but the men and women who were interested in seeing that the children of Wisconsin get a square deal, were not discouraged.

An amendment to the Compusory Attendance law in 1903 made it the duty of factory inspectors to report cases of truant children discovered by them, to the local school boards.

This was done on the theory that the local boards would enforce the attendance law. As a matter of fact, the boards did not do this and the law again failed of its object. A little later the factory inspectors were given authority to act as truant officers in dealing with children who were found by them in the course of their inspections, unlawfully employed in factories or other places of employment or who were found loitering on the streets. This law proved to be of some value and resulted in the factory inspectors placing a considerable number of children in school.

In 1907 representatives of the different educational interests in Wisconsin were invited into conference with the educational committees of the legislature and after long and thorough discussion, a law which insofar as attendance requirements are concerned, is essentially that under which we are operating at present, was passed. The enforcement of the law was still left in the hands of local authorities but this was modified to some extent b the legislatures of 1911 and 1913. At no time from its organization in 1883 down to the enactment of Chap. 485, Laws of 1911, was the bureau of labor charged with the duty of a general enforcement of the compulsory attendance law. It seemed plain at the time that it was the intention of the legislature of 1911 that the Industrial commission should cooperate with and assist local authorities in the enforcement of the law and not that they should attempt to do all of the detail work. That this was the intention of the legislature was made plain by an amendment to the law enacted by the legislature of 1913, which provided that the Industrial Commission should enforce the school attendance laws only insofar as their enforcement is not otherwise provided for in the statutes.

Beginning in the fall of 1911 the Industrial commission took an active part in the administration of the school attendance laws. At the end of five years of effort, the work had become so heavy that the commission found it necessary to discontinue it in the main but continued to act in an advisory capacity with local officials.

A number of reasons contributed to the situation which forced the commission to take this action. Among the most important of these were the following: First, a general misunderstanding of the statutory responsibilities of the commission in the enforcement of the compulsory laws. The impression prevailed that these responsibilities were much greater than they were in fact and resulted in demands being made upon the commission which it was unable to meet; Second, there was no uniform standard of truancy in the state. In general, this resulted in as many varieties of so-called "truants" being reported to the commission as there were reporting officers. It is safe to say that most cases reported were not truancy cases within the meaning of the law. Third, the understanding of the attendance requirements of the statutes, on the part of the reporting officials and school people generally, was woefully inadequate. The impression was very general that the laws apply to children under 7 and over 16 as well as to children between those ages; that the period of compulsory attendance in country districts is 120 days and in cities 180 days and that if the child did not attend that number of days during the year, the law was violated regardless of the reasons for non-attendance; that a child who claims illness as an excuse for absence must in every case furnish a physician's certificate certifying to the illness. These and other erroneous ideas regarding the attendance requirements of the statutes, led to the reporting of large numbers of children as truants who were not subject to the law at all.

The five years' experience, however, proved the great need, if that were necessary, of a central state body to cooperate with local people in the enforcement of compulsory laws and to assume its share of responsibility for the success of the work. In recognition of this need, the State Superintendent and Industrial commission are, at this time, cooperating under the provisions of section 14.65 of the statutes, in establishing a Department of Compulsory School Attendance within their organizations. The purposes of this department, as set forth in the plan submitted to the governor for his approval, are:

"(a) To furnish information to superintendents, truant officers and citizens generally, regarding the provisions of the school attendance laws;

(b) To promote correct and uniform interpretations of the attendance laws:

(c) To promote a correct and uniform understanding of what constitutes truancy;

(d) To promote an adequate and uniform system of reporting truants throughout the state;

(e) To promote co-operation among local authorities, including district attorneys, police officers, judges, and charitable and other social forces, in the matter of the administration of the attendance laws."

An advisory committee representing the different school systems in the state, will be asked to assist the cooperating departments in working out the details of this plan and putting it into active operation.

An overwhelming majority of the children in Wisconsin, will attend school whether compulsory attendance laws are enforced or not. But, if that small minority of unfortunate children in whose interest these laws were and are enacted, are to get the benefit intended and be given their chance in life, the laws must be enforced. The task will not be easy. Saving the lost sheep never was easy and never will be, but the objects to be attained justify every effort and their attainment will be full recompense.

It is vital that it be understood and accepted that responsibility for detailed enforcement of the school attendance laws is placed by statute upon officials of the local communities of the state.

The plan now under way by the State Superintendent and Industrial Commission for assisting with this work must fail unless it has the sympathetic cooperation of the school people of the state. If the school people will understand and realize that in taking this step the cooperating departments are not asking them for help to perform duties placed upon the departments but that the departments are offering them help in the solution of some of their vexing problems, the first skirmish in the battle will be won and ultimate victory will be assured.

AMENDMENT OF PLEDGE TO THE FLAG.

The Grand Army of the Republic, at its last meeting held in Des Moines, Iowa, adopted a resolution, an amendment to the pledge to the flag. They recommend that this pledge read as follows:

"I pledge allegiance to the American flag and to the Republic for which it stands—one Nation, indivisible, with liberty and justice for all."

The words "American flag" take the place of the words "my flag". We shall all know that we are Americans, and that the American flag is our flag.

"May I go into the dentist's room, teacher, mother said I was to go," said a little Scotch lad.

"What's the matter?" inquired Miss Brown.

"My teeth are a wee bit slack," was the rather unusual form of expression.

PRESIDENT B. E. NELSON
Stout Institute

We picture above the new president of Stout Institute. Mr. Nelson has already assumed his duties at Menomonie with every prospect of success in the vocational field.

Knew Better Than The Teacher

"I is" began Tommy.

"I am, not I is," corrected the teacher, promptly.

'I am the ninth letter of the alphabet," Tommy went on.—Selected.

THE MEANING OF MORAL SUASION

Old Gentleman—"Do you mean to say that your teachers never thrash you?"

Little Boy—"Never. We have moral suasion at our school."

"What's that?"

"Oh, we get kep' in, and stood up in corners, and locked out, and locked in, and made to write one word a thousand times, and scowled at, and jawed at, and that's all."

—Selected.

—Reprinted from the Kansas Teacher.

PROFESSOR O'SHEA'S BOOK, "TOBACCO AND MENTAL EFFICIENCY"

After several years of experimental study of the effect of tobacco upon the mind, Prof. M. V. O'Shea of the department of education of the University of Wisconsin has published his findings in a most comprehensive volume entitled "Tobacco and Mental Efficiency".

Prof. O'Shea's introduction is prefaced by a short account of the purpose and activities of the "Committee to Study the Tobacco Problem", which has sponsored the publication of his book. This committee, which lists among its members some of the most eminent men of both this country and Europe, is an outgrowth of the widespread increase in the use of tobacco and the attending economic situation which has arisen. The aim of the committee is "to furnish to those who would use their influence to the best advantage, facts upon which they may base intelligent judgment". The committee is composed of both smokers and non-smokers. It is financed by voluntary subscription. It was formed for scientific investigation solely and not for financial gain nor advertising purposes. It states plainly that any book published under its name is published with the full understanding that it sets forth the author's conclusions and is not necessarily the opinion of the committee as a whole.

In his introduction Prof. O'Shea says "I have been frequently asked whether smoking is detrimental to a youth's mental development, and whether it accelerates or retards intellectual processes". In order to obtain some data upon the question a great number of articles and books were read but in nearly every case the author found that the writer had been influenced by personal bias or prejudice so that his conclusions could not be accepted as authentic data. This fact prompted Prof. O'Shea to undertake an investigation of the subject in order to secure information which would not be "colored by personal prejudice". As such an under taking required financial assistance, he enlisted the aid of the "Committee to Study the Tobacco Problem". Dr. Clark L. Hull of the University of Wisconsin conducted the experimental investigation and many prominent psychologists and educators gave their support by submitting to tests, answering questionaires and collecting data from their students. It can truthfully be said that the book is absolutely unbiased in so far as it is possible to make it when dealing with so far reaching a subject.

In his first chapter Prof. O'Shea gives extracts from the writings of men of distinction of the past and present showing the conflicting opinions which have existed and still exist concerning the effects of tobacco upon the mental processes and also showing the futility of seeking enlightenment from this source.

The next several chapters are devoted to the habits of eminent men of the past and present. These chapters are presented in anecdotal form which makes them much more readable than the ordinary method of presenting the results of scientific investigations. The persons here mentioned have been grouped according to their professions or occupations. After studying their testimonials, the author interviewed a number of his colleagues in the University " to determine to what extent men quite above the average in intellecutal acumen and scientific training can deal analytically and impersonally with a situation in which they are personally involved". He found that many of those interviewed could answer the questions submitted only in a general way and that the data thus secured were so conflicting that no conclusive statistical results could be obtained.

In the following chapters the author presents the results of investigations by superintendents, principals, and others dealing with students of immature years. The findings show that tobacco without doubt has a depressing influence upon school work even when other influences which might also effect the normal functioning of the mind are taken into consideration.

The final chapters deal with psychological experiments which were worked out by Prof. Hull and others, in laboratory investigations. It would be impossible to give an accurate account of the results of these tests in a limited space. We give here Prof. O'Shea's conclusions in his own words—"taking a large number of individuals, tobacco will slow down and disturb the intellectual processes of the majority of them". He closes with an extensive bibliography which was used in securing the information as set forth in his book.

We commend this book to principals, teachers and all others who are interested in and working with the youth of our country.

Special Request

"Please, teacher, mother says can Albert David sit by 'isself this morning, 'cos 'e's got a touch o' the measles?"—Punch.

THE BUSINESS MAN, EDUCATION, AND FARMERS

Illiteracy is about twice as great in American rural districts as in cities "because of the inferiority of the rural schools and of poor attendance," according to a pamphlet issued today by the Civic development Department of the Chamber of Commerce of the United States.

The fact that school advantages of the country have lagged behind those of the city is a large element in the rural problem, it is stated by the Department. As a result of this situation, it is said, those who can afford it continue to desert the farms in order to give their children proper educational advantages.

According to the Department, "about one-half of the elementary school children in the United States attend rural schools. The rural school term, however, averages only 134 days a year as against 184 days for city children."

"One-half of the rural teachers in the United States," the pamphlet goes on to say, "have not completed the four year high school course and 10 per cent have finished only seven or eight grades of the elementary schools. In several states less than three per cent of the rural teachers teach more than one year in the same school."

The pamphlet, which will be sent to hundreds of business organizations throughout the country, stresses the mutual interest of business men and farmers. It points out that "city and country are dependent upon each other. Those things which affect the welfare and prosperity of the farmer are of vital interests to the business man."

The pamphlet points the way in which the situation may be bettered through standardized schools, consolidated schools and the proper system of county organization.

It concludes by stating that "much good comes from meetings where business men and farmers get together for consideration of mutual problems. From these gatherings may develop cooperative effort in the consideration of proposed state legislation affecting rural schools, and the development through the rural schools of practical projects for the enrichment of country life such as the extension of library advantages to the country; aid in the promotion of corn clubs and hog clubs and the provision of instruction at night for adult illiterates."

Teacher—"Jim, give me the past, present, and future tenses of the verb lay."

Jim—"Past lay, present set, future hatch."

EDUCATE YOUR CHILDREN!

Education is no longer the privilege of a favored few; it is a necessity for all. The field of knowledge has broadened enormously and the demands of civilization upon the individual have increased tenfold in the past half century. The training required to fit one for a worthy place in the profession or in industrial or commercial life has increased correspondingly, and the opportunities for acquiring that training have kept pace with the requirements for it. High schools, fully equal to the colleges of the past, are open without cost to every child in the land; and university education may be had by any capable student, regardless of the financial condition of his parents. Scholarships, loan funds, and opportunities for self-help are freely available.

Every consideration demands complete education and no insuperable barrier stands in the way. The parent who does not do all he can to enable his children to obtain all the schooling their mental capacity permits them to assimilate fails ignobly and inexcusably in his highest duty.

From Bulletin issued by the National Department of Education.

JOHN J. TIGERT, Com.

Jimmy was having considerable trouble in learning the principal parts of verbs. He always seemed to write I have wrote and I have went, instead of I have written, and I have gone. After continually making the same mistake, his teacher told him to write on the board 20 times, I have written, and I have gone. She could not remain in the room with Jimmy until he had finished but when she came back she found he had written on the board 20 times, I have written and I have gone. Just underneath he had written Dear teacher; I have wrote what you told me and have went home.

"Who is the greatest man today?"
"Lloyd George."
"Who is the greatest woman?"
"My teacher."

News to Bible Students

A teacher who prided herself on having taught "Pilgrim's Progress" with considerable thoroughness and efficiency to a Freshman class in high school, threw up her hands in despair when she received on a test paper at the close of the work the astonishing statement, "Faithful died and was eaten by cannibals like Moses!"

THE WISCONSIN JOURNAL OF EDUCATION

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WILLARD N. PARKER . . . . Managing Editor
A. E. WIESE . . . . . Business Manager

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Wisconsin Educational News

WISCONSIN EDUCATIONAL NEWS

Prin. Albert C. Jones, Amherst, goes to Verona.

Prin. A. K. Lyon, now at Waterford, succeeds Supt. B. V. Christensen of Augusta.

L. O. Gardner, Pickford, Michigan, will be the new principal at Pepin.

Prin. Carl Helwig returns to South Wayne, Wisconsin.

Supt. G. E. Denman will remain at Park Falls.

Supt. C. E. Hulten, Sturgeon Bay, will head the schools of that city again next year at a good increase in salary.

Supt. R. J. McMahon, Shawano, succeeds Supt. David Newberry as head of the city schools of New London.

The Waupaca high school is again upon the accredited list of the North Central association.

E. P. Rock, assitant in the high school of Hudson, has been elevated to the superintendency.

Roland Klaus, instructor in the Ripon high school, goes to Mauston as principal of the schools for the year 1923-24.

The annual convention of the Wisconsin parent-teacher association will be held in Janesville, May 16 and 17.

Prin. M. V. Boyce of the Oneida county training school at Rhinelander will continue in his present position another year.

Merton S. Lean, coach of the Wausau basket ball team, has accepted the principalship of the Marion schools.

Miss Blanche L. McDonald, a teacher in the South Division high school of Milwaukee, died suddenly in her classroom on April 3.

George E. Porter has accepted the principalship of the Tripoli schools. Mr. Porter is now connected with the Wood county normal and agricultural school.

The Superior state normal school won the normal school debating championship by defeating Oshkosh and Whitewater in the final contests.

J. F. Cavanaugh, Berlin, principal of the Green Lake county training school, has been chosen by the board of education of Kaukauna as superintendent of schools of that city.

Assistant principal Guy Tucker of Falls River succeeds to the principalship of the schools made vacant by the resignation of G. E. Watson.

Ralph Syverson, Montague, Montana, a graduate of the University of Wisconsin, returns to the state next year as principal of schools at Spring Valley.

Colfax and Boyceville are offering ten percent increases to their teachers for next year. Nels O. Reppen, Colfax, has been retained as principal.

Coach T. F. McDonald of the Ashland high school has accepted a position in the Washington high school of Milwaukee for next year.

Clyde Ewers, present principal of the Marion high school, has been selected to direct the atheltics at the Wausau high school next year.

Prof. Miessner, head of the music department of the Milwaukee state normal school, was elected president of the National Musical Supervisors' association at its annual meeting held in Cleveland.

Reports from city and village schools show that the annual turnover of teachers is no higher this year than it has been in previous years. In fact the school condition seems to be back to normal in Wisconsin.

Wisconsin Rapids has promoted Prin. Julius Winden of the high school to the superintendency to fill the vacancy caused by the resignation of E. G. Doudna, secretary of the state teacher's association.

Supt. R. W. Fairchild, Fond du Lac, has been tendered a three year contract by the board of education. His salary is fixed at $4500. Miss Mae Kilcullen will return as assistant superintendent.

The state board of education has finally approved the project of a model rural school for the Stevens Point normal. At an earlier meeting they had refused to sanction it.

The board of education of Elkhart Lake has added a commercial course to the high school curriculum for the coming year. Prin. C. H. Dorr was retained for another year with a $200 salary increase.

A formal request has been made by the ministers of Manitowoc to the school board for permission to introduce religious education among the school children of the fourth, fifth, and sixth grades.

Supt. Hugh Bonar, Mauston, has been selected by the Richland Center board of education to head the city schools next year. Supt. Caldwell was not a candidate for reelection.

In the April issue we stated that S. A. Williams would go to Wild Rose. We have since learned that Mr. Williams will be principal at Loyal and J. W. Butts of Mineral Point will go to Wild Rose.

Debaters from the Humbird high school won first honors in the Lawrence college debating league in which about seventy high schools competed. Teams from cities many times the size of Humbird went down to defeat in the finals.

F. W. Woodworth, principal of a ward school in Sheboygan, has been selected by the board of trustees of the Richland county training school as principal of that institution to fill the vacancy caused by the resignation of L. C. Johnson.

Supt. F. O. Holt, Janesville, was elected president of the Rock River schoolmasters' club, and B. J. Rohan of Appleton was chosen by the Fox River Valley schoolmasters' club as president of that organization.

The board of education of Madison has chosen Harland K. Bartholomew, St. Louis zoning expert, to make the school survey for which the council has set aside $2000. The work will be started as soon as preliminary arrangements can be made.

The Waukesha high school will offer a one year post graduate course to its students as provided in a ruling of the board of normal school regents offering one year of credit at a state normal school for such work. This also meets the state requirements for rural school teachers.

L. P. Whitcomb, head of the Manitowoc vocational school, has presented his resignation to the board. Mr. Whitcomb was formerly superintendent of the vocational school at Oshkosh and has been connected with the Manitowoc school almost since its inception. He has not announced his future plans.

Prof. F. N. Spindler, vice president of the Stevens Point state normal school, has been granted an indefinite leave of absence because of ill health. Prof. Spindler has been connected with the school for many years having joined the faculty soon after the normal was opened.

Incomplete reports from the spring election show that in nearly every case where candidates for the county superintendency made an issue of consolidation of rural schools those who stood for optional consolidation won out. Rural districts seem much opposed to compulsory consolidation.

A recent survey of the pupils in the senior class of the Rice Lake high school reveals the fact that more than eighty per cent of their number plan to seek a higher education, and less than twenty percent have no settled plans. Sixty-four per cent, or nearly two-thirds of the class plan to attend higher institutions of learning next year.

Prin. D. P. Hughes of the Dunn county school of agriculture has been advanced to the position of superintendent of the school and director of farm service work. G. U. Kapper, a member of the faculty has been made acting principal and Arthur Gordon who has been doing field work has been added to the faculty.

The male quartette of the Seymour high school appeared upon the program at the national music supervisors' convention held in Cleveland, Ohio. Humbird and Seymour have proved to us that small town high schools can measure up to any standard set by the larger cities when they receive the proper support.

The school board of Racine voted to offer teachers in the city schools contracts for the ensuing year at the same salaries which they are now receiving. Racine has one of the best salary schedules in the state and teachers are being well paid in comparison with what is being offered elsewhere even though no increases are granted for the year 1923-24.

Following upon the heels of a decision by the supreme court reinstating Mrs. Thompson in the Milwaukee schools, another married teacher, Mrs. John Megna, is seeking to collect salary claimed to be due her. Mrs. Megna alleges that she was asked to hand in her resignation through a misconception of the rules of the school board regarding married teachers.

Shorewood is planning a new type of high school which is believed to be the only one of its kind in the country. Upon a large tract of land the first unit of a group of buildings will be erected. From time to time new buildings will be added until the high school will take on the appearance of a college or university. Various departments will be segregated when the school is completed.

By a unanimous vote of the school board of Stevens Point, Principal Paul M. Vincent was made superintendent of schools to succeed Supt. H. C. Snyder resigned. Mr. Vincent has been connected with the schools for four years, the last two of which he has acted as principal of the high school. G. E.

Watson, Fall River, also a former high school teacher succeeds Mr. Vincent as principal of the high school.

The University press bulletin announces that a bequest of an estate amounting to about $70,000 has been made to the University of Wisconsin by the late Calvin K. Jayne, Madison. The university will receive the residue of the estate, after certain gifts and annuities, and the money is to be used as a trust fund to aid agricultural students. It is to be known as "The Cora I. Jayne Agricultural Student Fund".

After a compromise was effected between the school board and Supt. F. G. Bishop of Two Rivers, the latter was given a three year contract. Some members of the board felt that a salary of $5500 was too high for a city of the size of Two Rivers to pay. Because he wished to have an opportunity to work under more favorable conditions than have existed during the recent building program, Supt. Bishop agreed to return at an annual salary of $5000.

As an example of what is being done in the public schools of the state in regard to the health problem of school children a report given out by George P. Barth, director of school hygiene in the Milwaukee schools is interesting. His report shows that 14,000 tooth brushes were sold last year and that more than 5,000 children were treated for dental troubles by the free clinic. Other physical defects were also investigated and remedial measures recommended.

Two bills recently vetoed by Governor Blaine are the bill prohibiting fraternities in high schools and the bill which would raise the standard of qualifications for high school teachers. The latter bill would have virtually limited graduates from a two year course of a normal school to the elementary grades. The Governor contends that the school board has full power under the present laws to regulate fraternities or any school organization.

Economy seems to be the watchword adopted by Wisconsin cities for the year 1923-24. Waukesha is reducing expenditures by eliminating the full time kindergarten in three schools. Sturgeon Bay will try to reduce the teaching force by giving more work to some teachers. Eau Claire has cut the length of the school year. And still we read that, at the recent meeting of city superintendents, thirty nine cities reported as follows: Thirty-six cities had increased the salary budget, two had made no change and one had made a reduction in the budget.

The board of education of Merrill has adopted a resolution which fixes a minimum standard of qualifications for all teachers in the city schools. Teachers in the grades up to and including the sixth, who have not state certificates, must add a yearly minimum of six semester hours of academic and professional credits in order to remain in the board's employ. Teachers from seventh to ninth grade must have state certificates or have completed a two year normal school course. High school teachers who have not had four years of professional training beyond the high school must add a minimum of six semester hours every two years.

The Junior Class was asked to write on paper the answer to the question, "What does the word 'gentleman' mean?" There were quite a variety of answers:

"A gentleman is a man that don't drink."

"A gentleman is a grown up boy."

"A man that has lots of money is called a gentleman."

"A man that does no work is a gentleman."

"My papa is a gentleman, he's out of a job."

Ruth L. Card

"James, have you whispered today without permission?"

"Only wunst."

"Leroy, should James have said 'wunst'?"

"No'm, he should have said 'twicet'."

—Boston Post.

A Logical Question

Pupil—What keeps us from falling off the earth when we are upside down?

Teacher—The law of gravity, of course.

Pupil—Well, how did folks stay on before the law was passed?

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We will pay fifty cents a copy for the first numbers of the following Journals to reach this office: March, and June 1922. Needed to complete our files.

THE PARKER COMPANY
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"This morning," said the teacher of an early Sunday school class, "the subject of the lesson is Ruth the gleaner. Who can tell me anything about Ruth?"

A small boy raised his hand.

"Well, Willie, what do you know about Ruth?" said the teacher encouragingly. And Willie piped out in a shrill little voice:

"He cleaned up fifty-four home runs this season."

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Teacher—Johnny, compose me a small verse as quick as possible concerning some object in the room.

Johnny—(after thinking for a moment) "Powder and paint makes the teacher look what she ain't."

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Education

The Wisconsin Journal of Education

ESTABLISHED 1856

VOL. LV JUNE 1923 NUMBER 6

The Editor says farewell to the Journal and hands it over to the Wisconsin Teachers' Association under the future direction of Secretary E. G. Doudna.

Student Accounting in the High School
W. C. Reavis

Uniformity versus Common Sense
Supt. S. B. Toby, Wausau

Wisconsin School News

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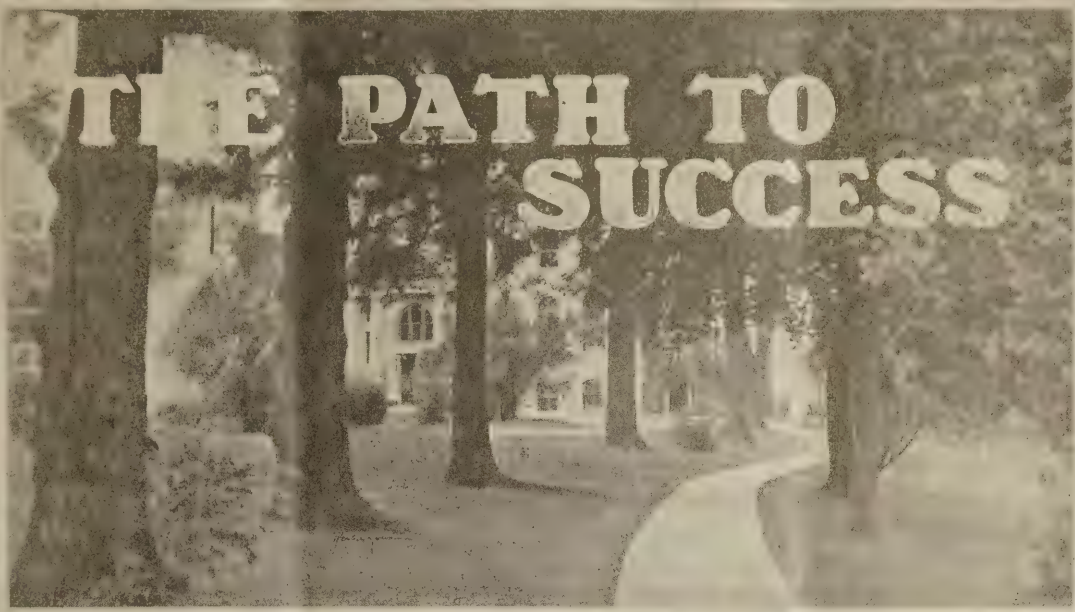

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The Wisconsin Journal of Education

FOR THE TEACHER, THE SCHOOL, AND THE STATE

ESTABLISHED 1856

VOL. LV JUNE 1923 NUMBER 6

THE EDITOR'S SWAN SONG

This number of The Wisconsin Journal of Education is the last one to be published under the ownership of The Parker Company. With the September issue, The Wisconsin Teachers' Association begins its publication.

It was twenty years ago last January, 1903, that the writer took up the editorial pen and started out to make a representative educational paper for the teachers of this state. The work of these years has been interesting, if not remunerative. Efforts were made to give the teachers an organ which they could use as a defense of their interests. It turned out, however, that they failed to realize this important item in their work, and so gradually the owners found it necessary to reduce the size of the publication and curtail expenses, in all directions. This accounts for the fact that in the last few years the Journal has not been, either in mechanical makeup or editorship, the publication which the teachers of Wisconsin should have. Now, however, the Journal goes to the teachers themselves as represented in their great reorganization under the name of The Wisconsin Teacher's Association, and they should build up a publication second to none in the educational field of the country.

To Secretary E. G. Doudna, who will assume the active editorship with the September 1923 number, we extend our felicitations, and wish for him and his organization a far more successful publication than the past twenty years has witnessed. Starting out with an initial subscription list of 12,000, Mr. Doudna and his helpers have every opportunity to put out a publication that will make its influence felt in the state of Wisconsin. As the present editor retires, only good wishes go with the Journal to the new editors and proprietors, and every promise of cooperation is made by The Parker Company to their successors.

There is no greater influence in all this land than the press. This fact has not always been realized by teachers, but they should realize it and should give their hearty and unstinted support to the organ which represents their united interests in Wisconsin. The department of publicity, formerly carried on by the state association, of course, will be combined with the Journal of Education, and through this organ the message of the teacher should reach a hundred thousand readers in this state. It should be the endeavor of the new editor to see that the Journal gets into the hands of the laymen as well as the members of the teaching profession. It is those outside the profession to whom we should direct our efforts.

The publication of the Journal will remain in Madison, with the editorial offices at 611 Beaver Building, Madison, Wisconsin, the headquarters of The Wisconsin Teachers' Association.

It should be borne in mind that The Parker Company will continue the conduct of The Parker Teachers' Agency as before, this being an entirely separate department from that of The Wisconsin Journal of Education. Every now and then the "Parker Bulletin" will tell our story to the teachers of the state —without charge.

This Company expects to make liberal use of the advertising columns of the new Journal, and to give it every other moral and financial support that is possible.

As I retire officially from the editorship of The Wisconsin Journal of Education and look back over a period of two decades of its existence, I can think of many good friends who have supported the publication. Some of them have gone across the border; others are still living. To those who read these words, I am expressing my heartfelt thanks

for their splendid assistance.

To the teaching profession generally in the state of Wisconsin I say "Farewell" as an editor, but not as one interested in the advancement of the greatest profession on the face of the earth. Thirteen years in the school room brought me close to you who are directing the destinies of the youth of this state, and there still lingers in my heart a most intense love of the profession of teaching and of the men and women who are still connected with it.

With all good wishes for the new editors and for the future success of The Wisconsin Journal of Education, I remain

Yours very truly,
Willard N. Parker.

MY CHILDREN'S WORTH

My neighbor has prospered. His home is the last word in modern architecture and equipment. It is his hobby. He loves every board and block and nail in it. He surrounds it with grassy plots and shrubs and flowers, and adorns it inside and out according to his sense of artistic grace and beauty. Not only is his home a source of pride and satisfaction to my neighbor, but by its beauty and grace and general attractiveness it sheds distinction and adds to the value of property round about it.

Now, my home is a modest affair. It needs paint and the roof does not cover it as well as the mortgage. What is meant for a grassy plot shows bare patches like the exposed portions of a little boy's trousers. And, instead of graceful, flowering vines, my house is overrun by little rosy ramblers who clamber about, scraping off the paint and leaving muddy streaks in their wake. There are five of them, and all the hard work, sacrifice and care they mean to me is as nothing compared to the pride I have in their clear eyes, clean minds and sturdy bodies. To the hope I hold in their future the present struggle to keep them clothed, housed and fed is a small affair. They represent my family estate. To them I hope to leave an inheritance of character and courage. And to the world I shall bequeath, not large sums for charity, schools or hospitals, but a family of men and women equipped to take up the problems of life.

But when my neighbor begins to talk about taxes I have an uneasy feeling that, according to his way of looking at it, I should have drowned these dimpled babes before their eyes were open. He has it figured out to a penny how much it is costing him to educate one of my children. Now, I am paying taxes, too, but for nine months of the year my children are under the supervision of trained teachers, men and women of unquestioned character and high ideals. It doesn't seem to me that they are receiving exorbitant wage. But my neighbor has no children. To him school is just a building that cost too much in the first place, is costing too much in the upkeep and doesn't give back a profit to the town.

I believe my neighbor is wrong. My children have a monetary value to the town. For their needs my earnings are spent. I buy from him such things as he has to sell, thereby adding to his riches. I go farther. I am not raising pigs for profit, nor cattle for the mart, but raw material for the nation of tomorrow. They are not mine alone. They belong to my neighbor as well. It is to his interest as well as mine that they become fit and useful citizens. As they are trained, as they are educated, they will develop. The community has a part in that development. My neighbor has no more right to spread propaganda for cheap schools, a niggardly system that will dwarf the future of my children, than I have to throw trash in his front yard.

THE EAU CLAIRE PEOPLE DOING BUSINESS IN SPITE OF THE BIG FIRE

On April 17th a disastrous fire swept the plant of The Eau Claire Book & Stationery Company, entailing a loss of something over $150,000.

In spite of this disaster, and while the firemen were still fighting the flames, Carl Haas and his co-workers were setting up another plant across the street and in a nearby building.

The main loss was to the stock of books, from which the state library lists are filled. Patrons of the Eau Claire Company, however, have been served promptly since the conflagration, and freight shipments are arriving every day, replenishing the damaged stock.

The Eau Claire Book & Stationery Company is the largest school supply house in Wisconsin. It has done a thriving business for many years, and its officers desire to tell the public not to be afraid to send in orders because the plant was destroyed by fire. They are ready to fill all orders promptly.

Student Accounting in the High School

W. C. REAVIS, University of Chicago High School

Success in the business world is so closely linked with the custom of periodic accounting that a successful business man finds it necessary to have at all times reliable information regarding the status of his business. This is all the more necessary if he is responsible for the invested funds of other people. Inability to make an accurate accounting of his assets, liabilities, and prospects upon demand would be regarded by any one directly interested as evidence of inefficiency or grounds for suspicion. Furthermore the discovery of excessive waste in the conduct of the business and the failure to take advantage of opportunities offering prospects of reasonable return would result in the forfeiting of confidence on the part of those vitally concerned.

In the administration of a school the situation does not differ greatly from that just described. The parent who sends his children to the school, the supporting community, and the officers charged with the responsibility of administering a public trust have a right to expect as careful an accounting of the children entrusted to the school as is made by a business man of invested funds. Parents and school officials are beginning to take this point of view, and are asking administrative officers and teachers to render a more efficient accounting of the work of the school.

High per cents of elimination and failure are no longer regarded as satisfactory evidence that the school is maintaining a high standard of work. In fact a school that loses by elimination or failure ten, twenty, or perhaps fifty per cent of its student body has no better claim to public confidence and support than a physician who loses a similar proportion of his patients. The responsibility for pupil-waste within a school system cannot be charged to the pupil alone. The school must account for what it receives. This means that the school is responsible for the development of such capacities as its students may have, and that the pupil-waste must be reduced to a point in conformity with the importance of the product dealt with.

The elementary school has been more keenly alert to the problem of student accounting than the high school, which has apparently not manifested the concern warranted by the facts regarding elimination and failure in the high school years. In spite of an elimination rate of approximately two-thirds of its enrollment between the dates of admission and graduation, and a failure rate too high to be condoned or defended, the high school has not developed an efficient technique for reducing student waste to a reasonable minimum.

If an efficient business man were confronted with a similar situation in his business, how would he meet it? He would no doubt make a thorough readjustment. The high school has been slow in doing this, apparently preferring to regard itself as the constant in the situation and the student as the variable who must make most of the adjustments. It is evident that this attitude will never result in any great reduction of waste. The school must likewise be willing to regard itself as a variable and must strive to provide proper differentiation in order that a better adjustment between student and school may be effected.

People are no longer blind to the fact that it is one thing to enter large numbers of pupils in the first grade, and quite another to retain a large per cent of them until they complete the high school course. Merely to record pupils as "withdrawn" or "failed" tells little to anyone. It is at best an expression of opinion, not a statement of facts. Who knows but that the teacher has failed rather than the pupil? The subjective judgment of teachers regarding "passing" or "failure" is certainly far from being reliable. It follows, then, that the school must set up more scientific media for acquiring facts and for determining their value.

It should be generally recognized by teachers and administrative officers that many of the "so-called" failures of students are only symptoms of underlying causes. The cause may be in the school system or in the student himself. To temporize with the symptoms without attempting to determine and to remove the causes will never materially reduce pupil-waste. The machinery must be installed in the school for ascertaining the causes, and the remedial treatment and the technique of administering it must be acquired a satisfactory accounting can be made.

If the cause of failure is found to be the result of maladjustment between pupil and school, the school must survey itself with the view of determining its shortcomings and of making the readjustments required. This

may necessitate thorough curriculum reorganization, improvement of the technique of teaching, the selection of better textbooks, the use of more and better supplementary materials, more scientific program-making, better classification and grouping of students, more scientific methods of measuring results, and general improvement of the physical plant of the school. Progress along any one or all of the foregoing lines should contribute to school efficiency and should be regarded as evidence that the school as an institution is not temporizing with its task.

If, on the other hand, the cause of maladjustment is found to be within the student, then where does the responsibility rest? There are no doubt cases of maladjustment for which the school cannot accept responsibility for remedial treatment. But in general such cases constitute a real test of the efficiency of the school, and failure to discover the real cause of the maladjustment and to give or to advise the proper remedial treatment is an admission of defeat, which affords a poor alibi to those directly concerned.

The responsibility for student accounting in a system of schools is in its last analysis a measure of administrative efficiency, and the administrative head who fails to develop an institutional system based on the principle that the school has an instructional duty to every pupil must bear the reproach if great pupil-waste results.

The scope of this paper precludes a full discussion of the various factors involved in the problem of student accounting. It is, therefore, restricted to the discussion of the maladjusted student, who is a promising candidate for failure or elimination, unless remedial measures are found which will turn failure into success.

In the average high school no great amount of consideration is given to the maladjusted student. He is marked "failed" in the school records and is usually required to repeat the course. An accumulation of failure marks generally means the elimination of the student from school. Some high schools have attempted to meet this condition by the establishment of special help classes after school. If the maladjustment is caused by absence, poor foundational preparation, or slowness, the pupils affected may be able as a result of the supplementary assistance, to retain standing in regular classes. On the other hand, if the difficulty is caused by lack of mental capacity, attitude, or organic disability, other measures must be adopted. Ability grouping with the work adapted accordingly, in order that each student may have full opportunity to work at his level of efficiency, has proved effective in reducing the failure rate in some schools.

The administrative office should not wait until the student has actually failed before it begins to act. It must act when the first signs of maladjustment are noted, and the teacher should be held responsible for reporting these facts as soon as they are discovered. Other facts regarding the student's past should be assembled in the records and reports of the administrative office in order that the machinery of student accounting may be set in motion before irreparable loss to the pupil has occurred.

The first step in developing a technique of student accounting should be a system of weekly reports which will bring to the administrative office factual evidence regarding the work of the maladjusted pupil and an analysis of his individual difficulties. Such information enables the administrative office to undertake the case in its incipiency. Records and reports of the student's past can be assembled and the case studied in the light of its background, out of which cues may be found which may lead to a successful diagnosis of the inhibiting causes.

It is rarely possible to find leads to the solution of a difficult case of maladjustment in the results of a superficial physical examination or a single intelligence test. Such results are probably worth getting, but the array of factual evidence must be much greater. The school should secure a record of the developmental history of the student which includes the results of a thorough medical examination, nutritional analysis, and anthropometric measurements. If these records are cumulative in character, they will be all the more valuable. Cumulative records of school attendance and progress with the scores made at different intervals on standard tests and examinations should be accessible as well as evidences of mental capacity as revealed through various psychological tests. Observations of volitional, emotional, and social characteristics, and habits of attention and work should also be available for examination and study. From the records containing the data enumerated the interplay between the problem case and his environment may be studied and clues may be found which may lead to successful diagnosis and proper remedial measures.

For purposes of remedial treatment, maladjusted pupils may be roughly classified according to the following types: (1) intellectual cases, those lacking the knowledge

and training required to do the work upon which they are engaged; (2) volitional cases, those who can but won't because of indolence, insubordination, or lack of power to concentrate on uninteresting material; (3) physical cases, those handicapped by bad health, malnutrition, crippled or developmental conditions; (4) psychophysical, those incapacitated by defective sense organs, incoordination or defects of the central nervous system and its end organs; (5) mental cases, those actually deficient in mental capacity; (6) emotional cases, those who appear unduly to be controlled by sentiments and attitudes detrimental to the successful accomplishment of school work.

When the administrative office is able to classify the maladjusted pupil according to the characteristics of type or types exhibited in his behavior, it becomes relatively easy to prescribe or advise remedial treatment,and to secure the cooperation of teachers and parents in carrying out the corrective measures. Of course, it is hardly possible, that all maladjusted students can be effectually restored to normal work in the school, by the technique described. However, this fact affords a poor defense, for the absence of a definite, well-formulated administrative policy for per capita accounting in a modern high school.

It should be recognized that skill to cope successfully with the problems enumerated necessitates special training and administrative fitness not required when secondary education was practically limited to the "fittest", and when verbs of teaching, at least in practice, were thought to govern only one object, namely, the subject-matter taught. The rapid growth of secondary education with its attending demands has created a new type of instructor as well as a new type of administrator, who regards student accounting as a professional responsibility rather than another task.

Rapid progress has already been made in the directions indicated. Many high schools are adding administrative deans to their faculties to account especially for the problems which influence the high school girl. Some high schools have added similar officers for high school boys. Many are utililizing the services of specialists in gathering data regarding the developmental history of the students, and in the more scientific measurement of students and their school work. However, student-waste is still too great, and the obligation of the school to account for what it receives is still too lightly assumed and too blindly discharged.

The great progress of the high school of the future will be made in the direction of personnel work with its student body. Until it can account for the inherent capacity of its individual students with a degree of efficiency practiced in the accounting of material things in the world of affairs, it need not go far afield to find sufficient work to do.

NEWS FROM BARRON COUNTY

Miss Bessie M. Pease, Barron county nurse, spent three days at the Training school doing practical demonstration work. She gave the girls thorough physical examinations, tested their eyes, gave suggestions for hot lunches, explained the simple methods of detecting communicable diseases in children, gave some splendid ideas on hygiene, demonstrated first aid work and discussed the new laws and rules of the State Board of Health. This is only one of the great values of a county nurse in helping rural teachers to "carry on" the valuable health work in making a nation physically fit.

A meeting of all high school principals, the county superintendent and county supervisors of Barron county and the training school faculty was held at the training school at Rice Lake. The purpose of the meeting was to try to bring about a closer relationship between the rural schools and city schools and county training school as the problem of one school seems to be the problem of the others. Some valuable and interesting statistics on county problems were given which were very helpful in carrying out the idea of the meeting.

PSYCHOLOGY AND PHYSIOLOGY OF SOCIALIZATION IN NIGHT SCHOOL CLASSES

Prin. S. R. Ellis, Stoughton

In light of modern processes of learning I wish to present a psycho-physiological argument for the socialized precedure. Although visualization plays a prominent part in adult education, yet a more vital factor is the sense of hearing. The printed page falls short when a foreigner is passing through the elemental steps of learning a new language. An incident of this nature came to light in the Madison Vocational Night School in the presentation of educational movies. After the first reel had been shown, seventy-five out of ninety foreigners, who were not all beginners, voted to have the instructor read the printed inserts. In other words, they could interpret through their ears much faster and more readily comprehend than through their eyes. Thus in hearing the spoken language, as it is bound to be in

abundance during the socialization recitation, the foreigner assimilates the new language with considerable rapidity.

To non-English-speaking peoples, English is a foreign language and the factors and principles involved in its teaching are the same as those involved in the teaching of a foreign language to groups of native born of the same education and intelligence.

The first principle is the fact that the ear should be trained, for it is the receptive organ of language. Peter Roberts in "English for Coming Americans" states, "Each generation of men, with equal ease, acquires command over its mother tongue." The youths of every nation possess equal capacity to learn their mother tongue. In that the power of speech is not inherited, each person must acquire it by training and practice. From this uniform capacity to learn their native language, we become aware of the efficiency of the equipment wherewith nature does the work. This equipment has not been lost by man and the laws by which language is built in the mind are still everywhere. This being true we may infer that every foreign-tongued person who arrives in our country has the capacity to learn our language if he uses nature's gifts.

Looking back at our childhood days we discover that we could speak fairly fluently and accurately before we could read the printed page or write a word on paper. We used words correctly although perhaps we could not define a single one of them. Nor did we know of such things as a syllable or grammer. We discover then that the door through which we acquire this ability is the ear.

The first principle, then is teaching English to aliens is to trust the ear. The pupil should not see a word before he hears it. Only when he can accurately reproduce it should he write it. The ear should be trained to hear and the tongue to talk before the eye and the hand are used in learning any language for conversational use. Thus we claim that the socialized procedure is as well adapted to beginners as to those who are more advanced in English work.

The second principle is that the daily experiences of the foreigner forms the point of contact for the teaching of English. We must as one authority says, "clothe in English garments these experiences of the alien." In addition we must use the language of daily life in order to bring the foreigner quickly in touch with the world about him. Book learning is of little use unless it is daily called into practice. This very thing is the aim of the socialized work. The conventionalized forms of language can best be learned by conversation. Since the foreigner is living in the common walks of life, he desires the language of these common walks and an understanding of the expressions daly used by men with whom he is associated.

Therefore we should give the foreigners such lessons as come within the range of their daily experience. It becomes the duty of the teacher then, to aid them to put their ideas and experiences into the language of their newly adopted country. The use of complete, simple sentences should be insisted upon in the group work. If he is then trained in these new combinations of sound and perceives their application to the group, he will attain a working knowledge of English that will benefit him in the home, in industry, and in business. By following this plan the foreigner will be able to use the English he has learned even from the first night's lesson.

Not only should physiological consideration be given in adapting the socialized procedure to the education of foreign-born adults, but also the application of psychological factors should be considered by the present day educators. This we find wrapped within the third principle, namely, to follow the laws of nature. Since nature works orderly and since the mechanism of the brain works in the same manner, the process of teaching English to foreigners can be greatly aided by following nature's laws. By following these laws, in the socialized or other procedures, a verbal picture or situation is presented wherein each sentence is logically associated with the one that went before and with the one that comes after. Thus both memory and imagination are impressed and ideas are easily recalled. By taking as our lesson subject some part of the daily experience of the foreigner and dramatizing or preferably socializing the series of acts normally included in that experience each sentence then brings him one step farther in chronological order. Thus sentences and situations are associated with others in relation of cause and effect or are bound by contiguity of time or place, so that one suggests the other. Thus the foreigner finds the lesson easy to remember for we have followed the laws of nature. And if these socialized lessons are true to the law they will be as easy for him of like intelligence whether he be Pole or Italian, Greek or German, or Jap or Swede.

By following nature thus, and giving all possible aids to memory, the strain upon it

is reduced to the minimum and the alien is able to concentrate his mind upon reproducing what he has heard. The socialized lessons thus become a pleasure and he becomes conscious of getting something out of each lesson which he can immediately apply to the events of his daily life.

The teaching of English to foreigners by the direct method in socialized groups with observation given to the principles of training the ear, utilizing the daily experiences of the foreigner, and developing our lessons logically has taken this phase of Americanization process out of the experimental stage. It has given the subject a definite place in our school curriculum. The foreigner is getting what he wants, a working knowledge of the English language. Through this knowledge he is able to take further steps in the process of his Americanization and in the realization of his hopes in coming to America.

If we look at an ordinary community we see at once that the social process of mutually adaptive reactions among its individuals is carried on by communications, discussion, the evaluation of ideas, the formation of group-opinions, and the selection of leaders. Obviously the social process is very largely a process of mutual psychological education of all the elements of a community by one another. That is the only way by which the community can reach a degree of rational like-mindedness which is necessary for coordinated, harmonious action on the part of all its members. Obviously too, the problem of the foreigner is one of adaptation to the new community. The aim of night schools should be to so instruct that he will become adjusted with the least possible friction. This means that the individual should be fitted by the night school to function efficiently and comfortably in every social group, from the family and the local community, to the nation and the great community of humanity. It means that the school should fit the growing individual to play well a part as a producer, as a husband or wife, a father or mother, a friend and neighbor, a creator of public opinion, and a servant of public will. It is this complex of dynamic, socially-intelligent qualities which the sociologist would designate good citizenship. And, in this sense, good citizenship should be the end of educaton.

UNIFORMITY VERSUS COMMON SENSE

Supt. S. B. Tobey, Wausau

One day I stood beside a boy in a manual training shop and observed his work. He was trying to smooth a piece of oak board His plane knife was ground to just the right angle. It had been whetted skillfully and its edge was sharp and unnicked. The boy fooled with the adjustment screw, alternately raising and lowering the blade of his plane. He moved the plane sometimes slowly and again swiftly over the surface of the board; yet, in spite of all his efforts, he could not make the wood smooth. Again and again he tried to remove the small depressions of the surface, but only succeeded in increasing its roughness. Finally I heard him mutter in low breath, "Oh, darn the old board anyway. It is no good."

Presently the instructor, observing the boy's earnest efforts to plane the board, took the plane from the boy, loosened the screw of the bench vice, turned the board around, and, with a smooth easy motion, pushed the plane along the surface of the wood and, presto, the roughness disappeared as by magic; no more chipping of wood, no more slivers. I thought as I watched this boy at work on the piece of lumber, "How like a certain type of teacher he is!"

I know a very conscientious teacher who has carefully prepared herself in a good normal school to teach. She understands arithmetic, algebra, geometry, and trigonometry. She has intelligently and carefully read the history of the United States and of ancient and modern times. She is well informed upon the subject of government. She has some knowledge of science. She is deeply religious; but she does not understand children. She has MAJORED in school subjects and could pass an examination in them with a grade close to the 100 mark; but she has not even a MINOR IN COMMON SENSE.

When a child fails to recite his lesson correctly she things he should be punished so he will not fail next time. He misspells three out of ten words; therefore he must be punished by writing each of the misspelled words five hundred times. He may learn them perfectly by writing them ten times; no matter, he must write them four hundred and ninety times more. His fingers may cramp, his eyes grow weary and his spirit droop, but the work must be done.

This teacher prides herself upon the fact that she treats all children alike; that no partiality is shown in her school. It may be that a word of mild reproof to timid,

sensitive, shrinking Mary may cut far more deeply than a blow to tough, callous, pachydermous Johnnie—both must have the same treatment.

The trouble with such a teacher is that she either cannot see that the same treatment applied to the two has not the same effect upon their characters, or she fears to face the charge of partiality by thoughtless children and their equally thoughtless parents. She regards UNIFORMITY of TREATMENT as the essential thing to be considered, not the EFFECT upon the character and progress of the children. She uses as little common sense in her business as the boy at the bench who thinks he treats all the boards alike though he planes some with and some against the grain.

Right here is a lesson that the normal school or teachers' college should endeavor to drive home to the mind of the prospective teacher—that UNIFORMITY of TREATMENT may mean the most inexcusable and cruel PARTIALITY. Such teachers as the one described above must be treated when young. Their very conscientiousness makes them peculiarly susceptible to the charge of favoritism; and, being of a crystaloidal nature, they set quickly, and are rocklike in their rigidity when once set.

Of all classes of teachers this type is one of the most difficult to deal with. Because of their intense earnestness and their peculiarly sensitive dispositions, they are prone to take suggestions as unjustifiable criticism. Their mental myopia or astigmatism inhibits rational thinking. The are controlled by their emotions rather than by reason. If their emotions and their foolish pride are not checked or guided into right channels while they are in training they will become a serious liability to any school system with which they may be connected.

UNLETTERED GEOMETRY

Professor A. W. Burr, Beloit College

I often visit Geometry classes. Sometimes, after a clear demonstration from a lettered figure has been given, with the permission of the teacher, I ask the pupil to remove all letters and marks but the lines, and then to go through the demonstration again indicating only with the pointer the lines and angles he uses. If, after a moment's wonderment, he does so, he, the class, and usually the teacher are surprised to see how few and simple the logical steps have been. If one doubts the gain in brevity, clearness, and ease of recall, let him try it with the familiar theorem, "the sum of the interior angles of a triangle is equal to two right angles." There is nothing but the spatial relations in mind in the logical process. To stop to pick up at every step the right letters of the alphabet is like driving an auto over a roadway with stones and holes to be avoided.

Besides, the transference of a demonstration from the lettered one of the book to an unlettered figure is one of the best proofs that the pupil's process is a logical one, and not a mixed memory-logical one. No class trained in the use of unlettered figures will ever contain "memorizers of Geometry". It makes "seen' relations necessary. Nor will the would be memorizers be cast out and Geometry be impossible for them. They are going to try to *see* and not to *memorize,* and the seeing is so much easier than before when the halts and breaks for the right letters are removed that they *can* see.

Because the text book must mark the path of its reasoning by lettered figures, why should the learner after finding the path by the letters keep reading the marked signs as he goes over it, when he can trace his path by pencil point or pin? The writer went through his geometry in that way and always wondered, until he taught it, why others worked so hard over the study. When, too, there is a blackboard, chalk, and pointer, why so much, not verbiage, but, litterage in the classroom demonstrations? The one instrument found lacking in a Geometry room is usually a pointer. There are rulers, protractors, strings, etc., but no pointers, the one simple means for indicating lines and angles used. Nothing is as instant and definite to the eye and the mind as touch. No means can be less obstructive in the mental process of tracing and seeing spatial relations.

Someone may wonder that teachers of Geometry have not found and used this "pointing" method of demonstration. The writer has not found such. Some will talk about drawing the figure in air, or using an imagined figure, but have not thought of using just the simple line and pointer to mark the geometrical steps. It may be that long unquestioned custom, as in many other places in our education, has made us blind to what we are doing. Mathematicians come to see by long familiarity the spatial relations of a figure, and not its markings. They have forgotten the complexity that marked their first steps. They know not at what the faltering beginners are stumbling. The teacher who is not a mathematician

teaches as he was taught, and so the good old way goes on and on; and Geometry is liked by some, hated by many, and called impossible for some by educators.

Why Less Letters and More Pointer?

The reasons for the use of unlettered as well as lettered figures for beginners, both in study and demonstration, are in the writer's mind these.

The young geometer, boy or girl, has come to the age when, if ever, he is to know that a thing is so because he sees it is so. He may have gotten by in Arithmetic with a rule of thumb, "invert the divisor and proceed as in multiplication; and in Algebra by "like signs give plus and unlike signs, mius"; but in Geometry that cort of procedure should stop. He should know now *because he sees it is so.* There must be no poking along with a memory stick.Letters are too often helps to deceive himself and his teachers. It is his right now *to see.*

Geometry is the subject above all others to establish in the youthful mind the greatest ground of certainty, *seeing that a thing is so.* Partisanship nor prejudice can affect spatial relations. They are seen alike by everyone, if seen at all. There is no voice of authority in that field. Only what the young geometer sees is true is what can be true to him. It is the province of Geometry to teach the boy or girl that great lesson. They are not to be denied the lesson by a traditional custom or by a thoughtless teacher.

Geometry is the science of the measurement of things. Its laws and principles can, therefore, be tested out in many instances by the young geometer, as in the case of the squares on a right angle triangle; and this gives him a sense of the relation of laws to things—a most useful lesson. To transfer law to length, breadth, and thickness, and length, breadth, and thickness to law, gives a reality to law that is most helpful and useful.

For the young reasoner to follow the logical path with only the help of lines and the moving point of his pencil or pointer is to reduce his reasoning to the simplest terms, and makes memory by-paths almost impossible. His memory has no crutch or association of marked lines and angles.

The transference of the reasoning from the lettered to the unlettered figure is in a certain sense an original piece of work by the geometer—a seeing the process in a new language. Nothing can be better for him than such a translation. It is interesting, far easier than memorizing, and gives the habit of *depending on seeing* and *trying to see.* It is the path to the "'originals" of Geometry and of life.

But the writer forbears to add more reasons for some unlettered Geometry in study, and in classroom. It is no theory with him. He has tried it in both places. He would not suggest that teachers revolutionize their teaching of Geometry tomorrow. If some teacher sees the place and problem of Geometry in our schools as does the writer, the suggestion is that tomorrow, as the lesson is assigned, two of his best pupils be asked to demonstrate next day a theorem of review or advance with only lines and a pointer. After they have done so for a day or two, ask two others, and pass the new way on. Try it.

The writer is not a Professor of Mathematics. He probably would never have written the above if he were. He would be blind to what they have all done for ages. It sometimes has to be one not of the family to see the family's short-comings.

Will not some Geometrician get out a text book with both lettered and unlettered figures for boys and girls to study Geometry by?

Beloit College.

HER FIRST THOUGHT

Teacher—Willie, you don't seem to be very busy.

Willie—No'm; I've got all my lessons.

Teacher—Remember that satan always finds some work for idle hands to do. Come here and I'll give you some "busy work" to occupy you.

Teacher—"Johnny, what is the capital of North Carolina?"

Johnny—"North Caolina has two capitals."

Teacher—"What?"

Johnny—"Yes, mam, North Carolina has two capitals—N and C."

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Wisconsin Educational News

Ralph Hilker of Appleton is the new principal of the Oakfield high school.

The village of Casco has voted to raise $50,000 to build a new high school.

J. G. Walvoord was re-elected city superintendent of schools of Sheboygan.

Won't some good samaritan please send us a Journal of date January 1922? Thanks!

The town of Brussels, Door County, voted to enlarge their present graded school and put in a full four year high school course.

E. L. Tinck of Appleton was elected principal of the Lomira high school for the ensuing year.

Supt. E. C. Hirsch of Rice Lake was re-engaged by the board of education for another year.

A. L. Rich, principal of the Kewaskum high school, has resigned to become principal of the high school at Soldiers' Grove.

Kenosha will begin the erection of a new million dollar high school some time during the summer or early fall.

Salary increases amounting to $10,719 were granted to Green Bay teachers for the year 1923-24.

The village of Phelps has just dedicated a new union high and graded school building which is one of the finest of its type in northern Wisconsin.

Reconsidering its former decision, the Racine school board voted to grant increases to members of the teaching force to the amount of $13,000.

The elimination of half-day sessions in the grade schools of Fond du Lac has enabled the school board to reduce the number of teachers needed for next year by about ten.

Miss Ruth Lobdell, teacher of mathematics at the Oshkosh high school, and prominent in community activities, died May 5 after several months' illness.

L. W. Kenny, for three years principal of the Stanley high school, is to retire from teaching work at the close of this year and enter in the farm loan business at West Bend.

C. P. Cary, former state superintendent of schools, will be an instructor in the summer session of the University of Pennsylvania this year.

Elmer H. Lubbers, director of athlètics at Mauston, has accepted the principalship of the Muscoda high school for the year 1923-24.

Miss Ruth McCarty, principal of the Wheeler school in South Beloit, died very suddenly at her home in Harlem where she had gone after attending a school entertainment.

Oshkosh will have three fewer supervisors next year, the school board having decided to eliminate one each from the departments of art and manual training and one from the grades.

Seniors of the Janesville high school will give books to the amount of $490 to the school as a graduation gift. The money to be expended represents the proceeds from the annual class play.

Henry C. Wegner, supervising principal of the schools at Luck, has been appointed principal of the McKinley high school at Marshfield to succeed Mr. Davies who goes to Shawano as superintendent of schools.

A. L. Nimz, for two years in charge of the boys' academic work in the Manitowoc vocational school, has been named director of the school to succeed L. P. Whitcomb resigned.

J. B. Layde, who has been head of the Wausaukee schools for five years, has been selected by the board of education of West DePere as principal of schools, to succeed H. C. Spear who goes to Algoma.

A bill which met with no opposition in the legislature makes physical education in all schools above the kindergarten compulsory. Two and onehalf hours, not including the recess period, must be devoted to physical education each week.

Although the village of Footville has failed to secure state aid during the past three years because it continued to use the building which had been condemned for school purposes, two attempts this year to secure authorization of a bond issue of $30,000 have been voted down.

"The Peptimist", Fond du Lac high school paper, won third place in America on headlines and make up, in a nation wide contest of high school papers held by the Interscholastic press association. It was the only Wisconsin paper to win a place.

Frank E. Doty, former secretary of the Wisconsin civil service commission and at one time state high school inspector, died in Los Angeles, California, where he has been secretary of the civil service commission for the last few years.

Senior girls of the Marinette high school voted to wear white middies and black tweed skirts, costing five dollars each, at commencement this year. Senior boys chose white trousers costing $1.75 for wear at commencement.

In an extemporaneous speaking contest conducted by Beloit college at Beloit, in which eighteen contestants from the Middle West took part, Jerome Sperling of the Sheboygan high school took second place. He won first honors for Wisconsin.

County training schools are to be known as "rural normal schools" hereafter in accordance with the provisions of a bill passed by the legislature. The new title more accurately describes the purpose of the schools than the term "training school" according to those who favored the change.

H. C. Dornbush of Plymouth, for twelve years county superintendent of schools in Sheboygan county, has accepted the principalship of a ward school in Sheboygan. J. E. Heffernan of Two Rivers will also go to Sheboygan next year as principal of a ward school.

P. J. Zimmers, formely superintendent of the Kenosha schools, has returned from a tour of European countries where he has spent several months studying educational systems and economic conditions. Mr. Zimmers advocates a trip to Europe for any one who is dissatisfied with America.

The school board of Beloit is having a great deal of difficulty in adjusting the salary schedule because of the low tax levy which is permitted by law. Supt. Converse and several grade school principals refused to accept salary increases stating that they could not do so when the services of many veteran teachers were not being recognized.

R. E. Loveland, secretary of the teachers' retirement fund, has compiled figures which show that the total claims against the fund by teachers, for service rendered prior to establishment of the new retirement fund law cannot be in excess of $4,430,130. This refutes the statement made that the claims were many times that amount.

Roman Galanski, West Division high school, Milwaukee, won the state oratorical contest for high schools held at Madison the latter part of May. Katheryn Kasshik, Algoma high school, took first honors in the declamatory contest. Einor Daniels, South Division high school, Milwaukee, was first in the extemporaneous speaking contest.

The department of physical education of the University of Wisconsin is preparing a series of bulletins with instructions on how to conduct meets, how to train for the meets, and other information, which will be distributed free to high schools throughout the state. The purpose is to stimulate and encourage interest in track and field sports.

In the high school oratorical contest conducted by Lawrence College, Kendall Bassett, Antigo, took first honors and was granted a two year scholarship. In the extempore speaking contest William Engels, Green Bay took first place. He also was awarded a scholarship at the College. There were thirty contestants in the former contest and twenty in the latter.

The championship of the Fox River Valley debate league goes to Fond du Lac this year. Should this high school win again next year it will gain permanent possession of the championship trophy, a handsome hammered silver loving cup. Credit for the success of the debating team is due Coach R. S. Brown who has developed the first winning team Fond du Lac has had for many years.

The village of Shorewood has selected F. L. Cummings, now principal of the Fergus county high school, Lewistown, Montana, to succeed C. R. Rounds as principal of the Shorewood school. Mr. Rounds will enter the graduate school of education at Harvard to continue his studies in the field of teacher training in English according to an announcement made by Milwaukee papers.

The bill providing for free text books in Wisconsin schools has again been defeated. An attempt to secure passage of such a bill has been made in every legislature for many years. Another bill which failed of passage would make the teaching of the Constitution of the United States compulsory in all schools, both public and private, above the eighth grade.

A different form of examination has been tried out in the Riverside high school of Milwaukee this year. Prin. George Chamberlain says that the aim of the examination is to teach pupils to think. In some classes students are allowed to use testbooks, notebooks, or any other material they may care to bring with them. The questions are so framed that the intelligent use of the material can only be accomplished if the student has learned to think and reason.

A collection of nearly 5,000 negatives on art subjects, including the most famous

works of the old masters of Europe, and architectural subjects and views, known as the William H. Sherman collection, is now in the hands of the bureau of visual instruction of the University of Wisconsin Extension division and is being prepared for circulation throughout the state. The photographs were made direct from the original paintings or sculptures.

The directors of the fair association of Kewanee county have offered to divide the money which is usually spent for free attractions, among the schools of the county for premiums, if the schools will furnish entertainment to take the place of the usual attractions. Prin. E. J. Young of the Door-Kewanee county normal is urging schools to take advantage of the offer. The idea is a good one as it affords an opportunity to give the public a different type of entertainment and also helps the schools financially.

Appleton is planning to introduce a union system of schools in place of the present district system. There are now four separate districts each operating under its own school board. The directors and clerk of each district board together with the mayor and city superintendent constitute the high school board of education. This high school board has direct administration of the high school and general supervision of the elementary schools. It is believed that a centralized system will reduce the cost of operation.

Senator Antone Kuckuk, Shawano, is sponsoring a movement to investigate the Wisconsin educational system with a view to improvement. He asks that a committee composed of two senators and two assemblymen appointed by the presiding officers and three members at large to be appointed b the Governor be authorized to make a thorough investigation of school affairs. Hearings would be held at various places throughout the state and at the conclusion of the investigation proper bills would be prepared and submitted to the 1925 legislature.

Students of the Whitehall high school celebrated their entrance into the new building by making a clean sweep of the seventh annual track and forensic meet for Trempealeau valley. They won the track meet, the baseball game, and first place in the oratorical and declamatory league contests. The new building which has been under construction the better part of the present school year is complete in every detail and in its entirety will house six hundred pupils and twenty teachers. Whitehall, with a population of about one thousand, can justly be proud of its accomplishment.

At the annual state contest for commercial students held at the Whitewater normal school, the Whitewater normal high school took first place with six points. Sam Chechik, Madison Central high school student, lowered the state record in rapid calculation by solving 145 problems in 23 minutes 20 seconds with only eight errors. Other winners were: Edwin Voight, Merrill, first in senior typing; Annie Nelson, Mellen, first in junior typing; Harriet Vande Zande, Waupun, first in penmanship; Marlow Bergmann, Granton, first in shorthand; and Ida Hoffman, Milwaukee vocational school first in the free-for-all typing contest.

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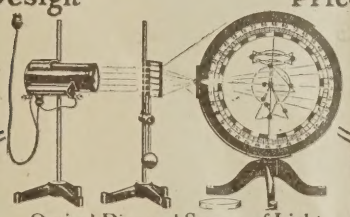

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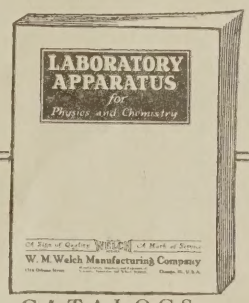

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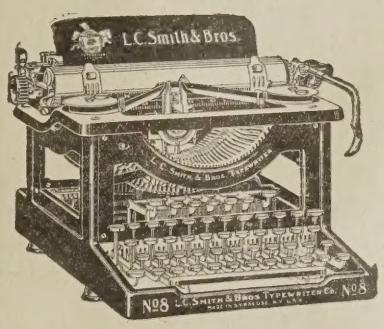

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